

WHO IS THE MENTALLY RETARDED CHILD'S PLAYMATE?

A THESIS

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF ARTS

BY

BEVERLY ANN HARDEWAY

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY

ATLANTA, GEORGIA

MAY, 1966

R vi T 110

ACKNOWLEDGEMENTS

The writer is deeply grateful for the cooperation of the DeKalb County School System as a whole, Mr. Jesse Dixon, principal of Victoria Simmons Elementary School, Stone Mountain, Georgia, the teachers of all pupils used as subjects, and Dr. Mildred Barksdale, without whose assistance this study would not have been possible.

The writer expresses her thanks to Vera Cooper Penn for editing the study and to other interested persons who aided her during the completion of this research.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
 Chapter	
I. INTRODUCTION	1
Rationale	1
Evolution of the Study	4
Contribution to Educational Knowledge	4
Statement of the Problem	5
Purposes of the Study	5
Scope and Limitation of the Study	6
Locale of the Study	6
Subjects and Materials	6
Definition of Terms	7
Method of Research	7
Research Procedure	7
Survey of Related Literature	8
II. ANALYSIS AND PRESENTATION OF DATA	29
Introduction	29
Chronological Ages, Estimated Mental Ages, I.Q.'s, and Sex of Subjects	30
Height and Weight of Subjects	31
Social Acceptance and Certain Behaviors of Subjects	35
Parental Preference of Subjects	41
Familial Positions of Subjects with Regard to Siblings	47
Attitudes of Subjects Toward Siblings	51
Attitudes of Subjects Toward Parental, School Personnel, and Other Adult Authority	51
Attitudes of Subjects Toward School	55
Religious Ideas and Experiences of Subjects	55
Personal Hygiene and Eating Habits of Subjects	60
Physical Fitness of Subjects	66
Attitudes of Subjects Toward Their School's Physical Education Program	66
Interests and Play, Recreational, and Leisure Activities of Subjects	72

TABLE OF CONTENTS (Continued)

Chapter	Page
III. SUMMARY AND CONCLUSIONS	85
Restatement of Problem	85
Recapitulation of Research Design	85
Summary of Related Literature	86
Summary of Findings	90
Conclusions	95
Implications	97
Recommendations	98
BIBLIOGRAPHY	100
APPENDIX	104

LIST OF TABLES

Table	Page
1. Chronological Ages, Estimated Mental Ages, I.Q.'s, and Sex of Subjects	32
2. Height and Weight of Subjects	34
3. Responses by Subjects to the Question: Do You Think You Are Liked by All Your Classmates?	36
4. Responses by Subjects to the Question: Would You Like to be Liked by All Your Classmates?	37
5. Responses by Playmates to the Question: Why Do You Feel That the Person Selected You as His (Her) Best Friend?	39
6. Responses by Retardates to the Question: Why Did You Select the Person as Your Best Friend?	40
7. Responses by Subjects to the Question: What Changes, If Any, Do You Feel Would Improve Your Best Friend? . . .	42
8. Parental Preference of Subjects	44
9. Responses by Subjects to the Question: Which Parent Administers Punishment?	48
10. Familial Positions of Subjects With Regard to Siblings	49
11. Attitudes of Subjects Toward Siblings	52
12. Attitudes of Subjects Toward Authority	55
13. Responses by Subjects to the Question: How Do You Feel About Teachers in General?	56
14. Attitudes of Subjects Toward School	57
15. Religious Denominations of Subjects	57
16. Attitudes of Subjects Toward Church and Reason for Attending	58
17. Frequency of Church Attendance of Subjects	59
18. Responses by Subjects to the Question: How Often Do You Feel You Should Bathe?	61

LIST OF TABLES (Continued)

Table		Page
19.	Responses by Subjects to the Question: How Often Do You Feel You Should Brush Your Teeth?	62
20.	Responses by Subjects to the Question: How Often Do You Feel You Should Wash Your Hair?	64
21.	Responses by Subjects to the Question: Do You Feel You Should Comb Your Hair Daily?	66
22.	Responses by Subjects to the Question: How Many Meals Do You Eat Each Day?	67
23.	Responses by Subjects to the Question: How Do You Feel After Physical Education Period?	68
24.	Responses by Subjects to the Question: What Do You Think of the Physical Education Program at Your School?	69
25.	Responses by Subjects to the Question: Which Physical Education Activities Do You Prefer?	71
26.	Responses by Subjects to the Question: Which is Your Favorite Toy?	74
27.	Responses by Subjects to the Question: What Is Your Favorite Way of Spending Your Leisure Time?	76
28.	Responses by Subjects to the Question: How Much Time Do You Spend Watching Television on Weekdays?	78
29.	Responses by Subjects to the Question: How Often Do You Go to the Movies?	80
30.	Responses by Subjects to the Question: Which Singer Do You Like Best?	81
31.	Responses by Subjects to the Question: What Kind of Music Do You Enjoy Best?	83

CHAPTER I

INTRODUCTION

Rationale.---The problem of mental retardation is most significant; since no racial, religious, or economic group is exempted from its occurrence, it concerns us all. The writer feels that the only reason for any seeming lack of interest in the problem may be attributed for the most part to a general lack of knowledge about the whole matter of mental retardation.

In considering this whole matter of mental retardation one should remind himself that the mentally retarded individual is more like the so-called normal person than he is not like him. Kelman supports the foregoing statement as follows:

Mentally retarded persons are part of the human community. Their needs therefore are shaped not only by virtue of the fact that as persons they are different from most of us in some ways but also because they are similar to the rest of us in many other ways.¹

Since the mentally retarded individual is more like the so-called normal individual than he is not like him, it follows that his fundamental needs, likewise, are basically the same.

Kelman states that the fundamental needs of mentally retarded children are the same as those of other children. Briefly, the requisites are: a stable, financially secure, and accepting family group; appro-

¹Howard R. Kelman, "Social Needs of Retardates: How Are They Determined and How Can They Be Met," The Training School Bulletin, LVIII, No. 4 (February, 1962), p. 128.

priate school and recreational facilities; and preparation and training for work. "Naturally," he says, "the material necessities such as proper diet, housing, and medical care are as important to these children as to all others."¹

The mentally retarded child, like other children, needs a sense of belonging; being accepted, loved, and recognized and respected as an individual. Havighurst and Neugarten state that the child grows up in two social worlds. One, the world of adults: his parents, teachers, scoutmasters, and club leaders, the storekeeper, friends of the family, and the policeman. The second is the world of his peers or age-mates; his friends, play groups, clubs and gangs, and school groups.² Somewhere within the bounds of these two worlds the child's needs must be satisfied.

The writer is particularly concerned with this second world; peer relationships during childhood and preadolescence. From a broad point of view, the peer group constitutes its own customs, traditions, manners, and even, at times, its own language.

Havighurst and Neugarten state further that in the peer group the child learns from other persons who are his social equals and who are not removed from him by wide differences in age, maturity, or prestige. He is in a position of comparative freedom psychologically for his age-mates hold no marked advantage over him in wisdom or in experience. The child with his peers is in a position where he is relatively free to

¹Ibid., p. 130.

²Robert J. Havighurst and Bernice L. Neugarten, Society and Education (Boston, Massachusetts: Allyn and Bacon, Inc., 1962), p. 125.

exercise his own attitudes, judgments, and critical facilities; to make his own choices of acceptable or unacceptable behavior. He is free to explore personal relationships and to test himself out against others.

Again, a child's playmates are relatively unconcerned about what he gains or fails to gain from the social situation. The child is free to try out one after another age-mate; one after another group. He is not committed as it were, in the way he is committed to his family--or even as, in the school, he finds himself committed to the same teacher for a relatively long period of time.

The "average" school-age child forms one or two close friendships and becomes a member of a small playgroup that he thinks of as "his" group.¹

Much distress is experienced by both parents and teachers over a child who is not accepted by other children and who is therefore denied many opportunities for social learning. Is the mentally retarded child, because of his shortcomings, forced into this type situation?

Just where does the mentally retarded child stand in this aspect of environment? Is he less influenced by surroundings? There do exist those who think that to the mentally retarded child all that counts is food and drink. Maybe a little love and acceptance is necessary, they say, but it makes little difference who gives it.² Then there are those, the writer hopes, who are either unable to see any differences or if they do see them just overlook them and go on and accept the individual for what he is. With these things in mind, the writer collected data re-

¹Ibid., pp. 128-9.

²Herta Loewy, More About the Backward Child (New York: Philosophical Library, Inc., 1959), p. 66.

garding the playmates of a group of mentally retarded children.

Evolution of the study.---The writer became interested in this study while administering a questionnaire to members of her own primary class for educable mentally retarded children at Victoria Simmons Elementary School, Stone Mountain, DeKalb County, Georgia. The questionnaire was one of the tools used for obtaining information in the preparation of a summary report of her pupils which was presented to the DeKalb County Advisory Committee on April 27, 1965.

The questions which were of major concern to the writer; those which prompted this study were: (1) Does the student have a close friend of the same sex? and (2) Does the student have a close friend of the opposite sex? Perhaps it was not so much the questions but the responses that proved to be of particular interest to the writer.

It has been said that mentally retarded children tend to choose as playmates persons with comparable mental ages, and, thus, with similar characteristics. The responses received by the writer in her administration of the questionnaire varied. Realizing that the responses obtained from only 16 educable mentally retarded pupils was very limited, the writer included, in this study, responses from all the Negro retardates in the DeKalb County Elementary Schools in identifying their individual playmates.

Contribution to educational knowledge.---It is hoped that the results of this study will contribute to educational knowledge in, at least, the following ways:

1. Stimulating interest among present and prospective teachers of the mentally retarded, parents of the mentally retarded, principals, counselors, supervisors, and other school personnel concerned with mental retardation, and the public

at large.

2. Defying public opinion regarding some of its misconceived notions about the mentally retarded.
3. Suggesting ways for school personnel and parents to promote the adjustment of retarded pupils to their age-mates.
4. Suggesting ways for the KeKalb County School System, as a whole, to lessen or alleviate the social problems of its mentally retarded pupils.
5. Encouraging further research in the area of social adjustment regarding the mentally retarded.

Statement of the problem.--This study was concerned with characteristics of persons selected by retardates as playmates who, in turn, selected or accepted them, and similarities, if any, between characteristics of individuals in the two groups.

Purposes of the study.--The major purpose of this study was to investigate the nature of persons selected by retardates as playmates, in an effort to identify similarities, if any, between the characteristics of individuals in the two groups.

More specifically this study proposed to:

1. Ascertain chronological ages, estimated mental ages, and sex of the retardates and their playmates.
2. Ascertain I.Q.'s of the retardates and their playmates.
3. Ascertain height and weight of the retardates and their playmates.
4. Investigate the social acceptance and certain behaviors of the retardates and their playmates.
5. Investigate the parental preference of the retardates and their playmates.
6. Ascertain familial positions of the retardates and their playmates with regard to their siblings.
7. Investigate the attitudes of the retardates and their playmates toward their siblings.

8. Investigate the attitudes of the retardates and their playmates toward parental, school personnel, and other adult authority.
9. Investigate the attitudes of the retardates and their playmates toward school.
10. Investigate the religious ideas and experiences of the retardates and their playmates.
11. Investigate the personal hygiene and eating habits of the retardates and their playmates.
12. Investigate the physical fitness of the retardates and their playmates and their attitudes toward the physical education programs and activities at their respective schools.
13. Investigate the interests and play, recreational, and leisure activities of the retardates and their playmates.

Scope and limitation of the study.--This study included all of the Negro educable mentally retarded pupils enrolled in special classes in the DeKalb County Elementary Schools and the one individual selected by each as his playmate.

The major limitation imposed upon this study was the validity of the responses by the subjects.

Locale of the study.--This study was conducted at four elementary schools--Robert Shaw, Lynwood Park, Bruce Street, and Victoria Simmons--all located in DeKalb County. The compilation and statistical treatment of data were carried out both at Victoria Simmons Elementary School, Stone Mountain, Georgia, where the writer taught and Atlanta University, Atlanta, Georgia, where the writer was a student.

Subjects and materials.--The subjects involved in this study were the 68 Negro educable mentally retarded pupils enrolled in five special classes in the DeKalb County Elementary Schools, 1964-65, and the one individual whom each selected as his playmate.

Two questionnaires (supplemented by personal interviews where needed) and data sheets were used to collect the data. The instruments were constructed with help from the writer's advisor and were distributed as follows: (1) questionnaire to retardates, (2) questionnaire to selectees, and (3) data sheets to teachers of the retardates.

Definition of terms.--The writer felt that an understanding of the following terms, applicable to this study, was necessary:

1. The term "playmate" refers to the individual who was selected by the retardate as his best friend and who, in turn, selected or accepted him.
2. The term "educable mental retardate" refers to the child of school age found to have an I.Q. range from approximately 50-75 as determined by an individual intelligence test.
3. The term "special class" refers to a class designed and suited to provide special educational services for exceptional children.¹
4. The term "special education" refers to the special skills utilized and services rendered by teachers and other school personnel to exceptional children in helping them to develop to their maximum capacity.
5. The term "selectee" refers to the individual selected by the retardate as his best friend, but whose selection was not necessarily reciprocated.

Method of research.--The Descriptive-Survey method of research, employing the techniques of questionnaires and personal interviews, was used to gather the data in this study.

Research procedure.--The research procedure for this study was as follows:

¹Vera Cooper Penn, "A Follow-up Study of Students Enrolled in the Educable Mentally Retarded Classes at Carver Consolidated School, Winston-Salem, North Carolina, From 1950-1955." (unpublished Master's thesis, Department of Education, Atlanta University, 1964), pp. 5-6.

1. Permission to conduct the study was obtained from the proper authorities.
2. Pertinent related literature was surveyed and summarized for presentation in the final thesis copy.
3. Appropriate data sheets for obtaining information regarding retardates were given to their respective teachers for completion.
4. Questionnaires were administered to all retardates and selectees, supplemented by personal interviews where needed. Each retardate indicated his playmate by answering the first question on the questionnaire: "Who is your very best friend?"
5. Board of Education records and respective teachers of selectees (in regular grades) were consulted for I.Q. scores and other pertinent information.
6. Data obtained from questionnaires and/or personal interviews were compiled in appropriate tables and treated in a manner which would achieve the purposes of the study.
7. The results were interpreted.
8. The formulation of conclusions, implications, and recommendations were based upon the findings of the study and included in this final thesis copy.

Survey of related literature.--The literature which appeared to be pertinent to this study and which seemed most likely to make significant contributions to the understanding sought was organized, reviewed, and presented under the following captions:

1. Social needs, acceptance, and behavior of retarded and normal children.
2. Height, weight, and physical fitness of retarded and normal children.
3. Attitudes of children toward parents, school; and parental, school personnel, and other adult authority.
4. Nature and functions of the peer group.
5. Interests and play, recreational, and leisure activities of retarded and normal children.

All children have certain basic needs that will promote the

development of healthy attitudes and aid them in becoming emotionally healthy individuals. These basic needs consist of opportunities to participate in worthwhile activities and to have success in the performance of these activities; to feel that they are valuable, contributing members of a group, and to be accepted for what they are.¹

Wait states that the human infant at birth is completely helpless, and if left to itself it would die in a few hours. Its very life, to say nothing of its happiness and well-being, depends upon care by adults. It is fed, warmed, and protected by adults. It is praised, warned, and punished by them. Almost everything the infant and child does is socially conditioned; that is, all its responses depend in some degree upon the stimulation provided by the behavior of its social groups.

Frequently it may be noted that a child is contentedly engaged in some apparently solitary play activity; then suddenly the child notices that the other children or the adults who were near have gone. Very soon, sometimes immediately, the child becomes uneasy and restless. The play activity no longer arouses in him the same enthusiasm as before for a very important part of the total environment has changed. The child is habituated to the almost constant presence of others. As the child grows older, however, he normally becomes habituated to being alone for short periods of time, especially if he knows that others are within reach. But the average person, of any age, if deprived of the society of others, will require a very considerable readjustment to enable him

¹H. B. Barnes, "Research Findings in the Field of Mental Retardation," Paper prepared for Dr. J. P. Cochran, Instructor of Speech Correction, Atlanta University, Summer, 1964, p. 8.

to endure his own company. Thus it is evident that man, during the entire period of infancy, youth, and adulthood, is required to control much of his behavior in terms of the actions or the presence of others.¹

Concerning the motive of gaining social attention and approval, Wait has this to say:

Children constantly seek to gain the attention and approval of others... Many of man's physiological needs are gained by getting the attention and approval of his social group. This is true in the family, in the school, and in the groups out of school. When the group approves, he gains his end; when the group disapproves, he fails. He comes to know through experience what will and what will not get approval. Thus, by conditioning, the securing of approval comes gradually to be associated with emotional responses.²

Children learn to live with others only through experience. However, the retarded child is often caught in a vicious spiral, that is negative and limiting to his social development. The lack of social experiences leads to social retardation and ineptness in chronologically appropriate social skills, accompanied by emotional difficulties arising from feelings of rejection and deprivation; and the lack of social skills further limits the opportunities the retardate has of participating in social experiences.³

The social position of educable mentally retarded children has frequently been investigated. Johnson found that 39 of the 698 retarded children whose sociometric status he studied accounted for 40 per cent

¹Wallace T. Wait, The Science of Human Behavior (New York: The Ronald Press Company, 1938), p. 119.

²Ibid., pp. 127-8.

³Sidney Gershenson and Meyer Schreiber, "Mentally Retarded Teenagers in a Social Group," Children, X, No. 3 (May-June, 1963), p. 104.

of the most rejected because of their behavior in the classroom, on the playground, and away from school. In addition to being intellectually and academically different, the mentally retarded children, Johnson concluded, were "also segregated socially in spite of their physical presence within the grade group."¹

Baldwin also found that the educable mentally retarded children in 22 fourth, fifth, and sixth grade classes were "less accepted socially than the non-mentally retarded."²

Lapp compared the social positions of 16 educable mentally retarded children within both their special class and within the nine regular classes in which 12 of them spent part of each school day. The retarded children were not overly rejected; rather, they "had no special abilities to contribute to a group, but, on the other hand had no personality trait to make them disliked."³

With regard to social development of the mentally retarded child, Ingram has this to say:

The social development of the mentally retarded child is dependent on his mental and physical development. His physical size and physical abilities create a need and a desire for many of those experiences of the average child of the same chronological age and physical growth.⁴

¹G. O. Johnson, "A Study of the Social Position of Mentally Handicapped Children in the Regular Grades," American Journal of Mental Deficiency, LV No. 1 (July, 1950), p. 87.

²Willie K. Baldwin, "The Educable Mentally Retarded Child in the Regular Grades," Exceptional Children, XXV, No. 3 (November, 1958), pp. 106-8.

³Esther R. Lapp, "A Study of the Social Adjustment of Slow-Learning Children Who Were Assigned Part-time To Regular Classes," American Journal of Mental Deficiency, LXII, No. 2 (September, 1958), p. 255.

⁴Christine P. Ingram, Educating of the Slow-Learning Child (New York: The Ronald Press Company, 1960), p. 45.

Wait says:

... Many investigators have interpreted their data to imply that there is a special tendency for the individual of low-grade intelligence to be antisocial. But it does not necessarily follow that the facts establish a close cause and effect relationship. Certainly, there are large numbers of children of low intelligence who do not show antisocial behavior, while large numbers of intellectually superior children are antisocial.¹

Should the family group include other children, the young child's early companions will, of course, be his brothers and sisters. If they are older than he, they may pamper and pet him. They may even go so far as to humor his every whim. More likely, however, they will boss him around, show open contempt when his behavior falls below their standards, or even make him feel unwelcome.²

Many parents complain that their preschoolers (for this difficulty is usually outgrown by school age) cannot play with other children (friends or siblings) for any appreciable length of time without hitting, biting, destroying playthings, and/or crying.

As a rule this kind of behavior is a clear indication that the child in question simply is not ready for unsupervised play with contemporaries. Often even the worst ones can get along with much younger children whom they can "boss" or with older ones who "boss" them.³

The young child's immediate neighborhood supplies most of his playmates. Sooner or later he will come in contact with the children who

¹Wait, op. cit., p. 168.

²Elizabeth B. Hurlock, Child Growth and Development (2nd ed.; New York: McGraw-Hill Book Company, Inc., 1949), p. 279.

³Frances L. Ilg and Louis Bates Ames, Child Behavior (New York: Harper and Brothers, 1955), p. 238.

live on his block, who go to the same park to play, or who attend the same preschool or Sunday-school group. From these neighborhood children he will select as congenial companions the children of his own age whose development is such that their interests and abilities are on approximately the same level.¹

Jenkins, Shacter, and Bauer, in discussing various social aspects of children, say the seven-year old likes other people and wants to be with them, and he is gradually becoming more sensitive in his feelings toward them and more aware of their feelings toward him. He often criticizes his playmates if they do things which he does not think are right. He is still seeking for patterns of behavior and wants to be sure that he is getting the right one.²

Regarding behavior of children, Dinkmeyer has this to say:

Those of us who work with children every day may find it helpful in understanding them if we remember that behavior grows, that behavior has a pattern. Adults can influence the pattern that a child's behavior takes, but we must recognize that many behavioral changes are determined by forces within the child, by his concept of self, by a pattern of growth and development that appears to be genetically determined.³

The eight-year old wants a "best friend." There may be many quarrels and much arguing between best friends at this age. Boys often fight with each other, and girls call names and have battles of words,

¹Hurlock, op. cit., p. 280.

²Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer, These Are Your Children (New York: Scott, Foresman and Company, 1953), p. 140.

³Don Dinkmeyer, "Understanding Children's Behavior," Elementary School Journal, LXI, No. 6 (March, 1961), p. 314.

but a sense of loyalty to each other is beginning to develop. Many of the friendships will shift during the year, but some of the youngsters will remain best friends and carry the friendship over into another year.

Until the eighth year, although boys and girls have chosen their best friends from members of their own sex, they have also played together some of the time. During this year boys and girls are pulling definitely apart in their interests and their activities. Sometimes they will even gang up against each other and call names or tease. They are entering the period when their interests will focus upon friends of their own sex.¹

The behavior of children was studied by student teachers during a six month period to ascertain the influence of peers in furthering social intelligence through the solution of such personal problems as a need for assistance and a need for accomplishment. One finding was that there was a marked preference for members of the same sex; 80 per cent of choices made by boys were members of the same sex.²

Some firm and loyal friendships may develop during the ninth year. The influence of the group on the child is becoming greater. In fact, membership in the group means a great deal to him. Nine-year-olds are generally conformists, afraid of that which is different. Often they will leave out the child who is in any way different from themselves, whether the child is unusually bright or a bit slow, whether he speaks

¹Jenkins, Shacter, and Bauer, op. cit., pp. 153-4.

²Rachel S. Sutton, "An Appraisal of Certain Aspects of Children's Social Behavior," Journal of Teacher Education, XIII, No. 1 (March, 1962), p. 33.

with an accent or dresses differently, whether he has a special talent or is handicapped in some way.¹

Clark in his study of 214 children, 107 boys and 107 girls, enrolled in five fourth and three fifth grade classes of an elementary school in a suburban school district in New York State, found that a significantly greater number of subjects unfavorably evaluated retardates' behavior than evaluated it favorably. A negligible number of subjects (three per cent) described retardates as friends or specifically rejected them as playmates. The locus of the greatest interaction between retardates and subjects was the school playground.²

During the preadolescent years girls and boys are definitely separating in their interests. Although they still will mix together in school activities and planned parties, in spontaneous activities boys play with boys and girls with girls.

The normal individual feels that he is an accepted member of a social group. The maladjusted person feels quite differently. His comments may be as follows: "No, I've never had any real friends. I like people, but they don't seem to want me around."³

Man's social life is quite complex and extends into many varied fields of behavior. This greater complexity can be attributed in part

¹Jenkins, Shacter, and Bauer, op. cit., p. 172.

²Edward T. Clark, "Children's Perceptions of Educable Mentally Retarded Children," American Journal of Mental Deficiency, LXVIII, No. 3 (March, 1964), pp. 603, 610.

³Herbert A. Carroll, Mental Hygiene (3rd ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), pp. 14-15.

to the very long period of human infancy. The long period of dependence and development in close contact with the highly organized life of his elders provides for the human infant a very extensive period of social conditioning. Many of these socially conditioned habit patterns persist through later life.

It cannot be overemphasized that the physical and psychological effects of health and physical conditions are of paramount importance in both formal and informal learning situations. Unfortunately this fact is neglected by some parents and teachers.

With regard to physical fitness, Hein says:

The term physical fitness has been used frequently and sometimes rather loosely. Physical fitness is not merely muscular development or the ability to pass one of the fitness tests which are being used more and more in our schools. Instead, it is a happy mixture of the best possible bodily health plus the physical condition to perform everyday tasks effectively and to meet emergencies as they arise. This combination in a child or an adult means having the zest and vitality for a full and productive life.¹

Hein emphasizes further that fitness may be used to refer to overall well being, which has moral, intellectual, social, and emotional components as well as physical ones. "These aspects of fitness," he says, "are so closely related in the individual as to be virtually inseparable."

So physical fitness is really a convenient label for what is rarely if ever purely physical. Yet a physical element can be identified and is basic. A child's physical condition may place limitations on what he can accomplish--on his ability to meet daily demands or special stress.

¹Fred V. Hein, "What Is Physical Fitness?" National Education Association Journal, LI, No. 2 (February, 1962), p. 34.

The identifiable physical phase of fitness involves both organic health and capacity to perform. A person with a chronic infection, an undiscovered lesion, or hidden disease obviously is not physically fit. And a person without reasonable strength, agility, and endurance is not physically fit even though he is organically sound. Good health provides the potential; sustained physical activity contributes to the fulfillment of physical fitness.¹

Concerning children's need for physical fitness, Espenschade says:

Just before puberty, when a child is in the age range of eight through eleven, the rate of growth slows as if the body were consolidating its gains and preparing for the stresses to come. At this time, both boys and girls seem built for action and capable of making great gains in stamina and vitality. At all times, however, the individual should strive for strength and endurance over and above that needed to meet the usual, tasks of daily living. Then unusual tasks can be accomplished without undue stress or strain.²

Forbes has this to say about physical fitness and our youth:

Our children--those in your schools--may have perfect skin, teeth, height, and weight, and still be among the four out of seven American kids who are physically or emotionally unfit. Most Americans are startled to learn that research indicates youth of foreign countries--Britain, Italy, Austria, Japan, and Russia--are physically more fit than our own boys and girls.³

Lund and Breivogel have this to say:

The United States may produce the biggest football players, the tallest basketball players, and the fastest track men in the world, but the physical fitness of the average citizen--and of the average student--is a disgrace.⁴

¹Ibid., p. 34.

²Anna S. Espenschade, "Why Be Physically Fit?" National Education Association Journal, LI, No. 2 (February, 1962), p. 35.

³Ted Forbes, "Physical Fitness and Our Youth," National Association of Secondary School Principals Bulletin, XXXVI, No. 272 (March, 1962), p. 156.

⁴Ray Lund and Helen Breivogel, "How to Keep Grade School Children Physically Fit," School Management, VIII, No. 4 (April, 1964), p. 79.

Concerning physical characteristics of the mentally handicapped, Finlayson states that as a group, the mentally handicapped are probably somewhat smaller in stature, weigh slightly less, and have a somewhat higher incidence of physical defects.¹ Fortunately, however, these features need not exempt this group from a sound program of physical fitness, providing its members are without pronounced physical handicaps.

Some time ago Goddard (1912) noted that the mean height and weight of institutionalized mentally retarded children were below that of the normal population. Also Flory (1936) reported that mentally retarded boys were typically below normal height and weight for their age.²

In contrast, however, Norsworth (1906) felt that in height and weight measurements mentally retarded children were indistinguishable from ordinary children. Paterson (1930) in his book noted that mentally retarded children were only slightly retarded in height and weight.³

Klausmeier found third grade children of low intelligence who were without physical handicaps to be about as tall, heavy, and strong as their brighter brethren. They have more permanent teeth at third-grade age than children of average and high intelligence, and their total maturity, as assessed from X-rays of the hand and wrist, nearly equals that of children of average and high intelligence. His findings, which contradict conclusions drawn from some previous research, were based on

¹A. B. Finlayson, "Social and Economic Background of Retarded Children," Journal of Educational Sociology, XV (September, 1941), p. 40.

²William J. Culley and Donald H. Jolly, "Heights and Weights of Mentally Retarded Children," American Journal of Mental Deficiency, LXVIII, No. 1 (September, 1963), p. 203.

³Robert B. Kugel and John Mohr, "Mental Retardation and Physical Growth," American Journal of Mental Deficiency, LXVIII, No. 1 (July 1963), p. 41.

intensive study of 120 Madison and Milwaukee boys and girls of low (50-80), average (90-110), and high intelligence (115 and up). He stated:

Apparently the physical structure and strength of low I.Q. children lend themselves to guidance and improvement, but the ability to do abstract thinking--except at a very low level--does not. The development and refinement of motor skills might receive prominent emphasis in the curriculum for most of these low I.Q. children throughout third-grade age.¹

The value of physical education for educable mentally handicapped children has probably never been seriously questioned. Beck found considerable agreement among educators regarding the objectives of such a program. In the same study he also found little agreement on the means of meeting these objectives.²

In a study by Shotick and Thate, it was found that educable mentally retarded children, ranging in age from 10 to 15 years, participated best in physical education activities generally used with younger children. Activities in "Fundamental Skills," such as catch, skipping, relays, rope skipping, etc., rated moderate to high in "enthusiasm" and in "response to instruction," with marching, hanging and walking with hands on a suspended ladder, and calisthenics lowest in both areas."³

One of the most commonly held hypotheses in child psychology is that the attitudes a child has towards his parents generalize to many other individuals.

¹Herbert Klausmeier, "Physical Growth of Mentally Retarded Children," School and Society, LXXXVI, No. 2128 (March 15, 1958), p. 140.

²Harry S. Beck, "Present Status of Physical Education Classes for the Educable Mentally Handicapped," American Journal of Mental Deficiency, LXI, No. 1 (July, 1956), p. 119.

³Andrew Shotick and Charles Thate, "Reactions of a Group of Educable Mentally Handicapped Children to a Program of Physical Education," Exceptional Children, XXVI, No 4 (January, 1960), pp. 250-251.

Concerning attitudes towards parents, Harris and Tseng found that young boys are more favorable to their mothers than to their fathers, and a sharp drop in favorableness to both parents between grades 3 and 5 was noteworthy. Neutral attitudes towards both father and mother rise sharply from grades 3 to 4 and remain largely unchanged until late high school years when there is some shift back toward positive attitudes. Young girls also show a sharp drop in favorable responses toward both parents between grades 3 and 5, with a corresponding rise in neutral attitudes. In both boys and girls there appears to be a shift away from the young child's uncritical fondness for parents to a more objective judgment. Unfavorable responses for girls, as for boys, constitute about 5 per cent or less for both father and mother, but girls' unfavorable responses, unlike boys, tend to rise slightly after about grade eight.¹ In this connection, Stott, in his study, found that the mother administered 64 per cent of all home punishment; the father only 34 per cent.²

Concerning children's attitudes toward school, Barr has this to say:

There is some question about relationships with adults as reported in research and the opinions expressed by teachers. Many teachers have reported that groups from lower-class districts may show a much higher level of respect for teachers and the school than children from upper-middle-class families. This has been particularly true in lower-class society among certain ethnic groups.

¹Dale B. Harris and Sing Chu Tseng, "Children's Attitudes Toward Peers and Parents as Revealed by Sentence Completions," Child Development, XXVIII, No. 4 (December, 1962), p. 829.

²L. H. Stott, "Adolescents' Dislikes Regarding Parental Behavior and Their Significance," Journal of Genetic Psychology, LVII (December, 1940), pp. 399-402.

Children of Japanese and Chinese ancestry, for example, tend to bring to school a high respect for education, and its values, and act accordingly. Some children from upper middle-class families have learned to take schools and education for granted.¹

It was found in a study by Arnez that 88 per cent of the 380 subjects were either satisfied or partially satisfied with their school. Ninety per cent of the pupils felt that they get along with their teachers very well or fairly well. Only four per cent listed teachers as the most disliked feature of the school.²

We know that there is variation in the ways children are taught to regard authority. In their paper, Kluckhohn and Kluckhohn point out that lower-class children are taught to fear authority; middle-class children to respect it.³

Concerning authority, Barr has this to say:

Parents are the main authorities and receive the respect of the child in the middle-class society, although there is some question in the public mind if that is not a changing situation. Middle-class parents tend to supervise the activities of their children. Whether these activities be homework, hobbies, sports, or free play. There is an interest in giving children an opportunity to explore different activities and in encouraging them to pursue things of an improving nature. The immediate family unit is primary in influence, while grandparents, uncles, aunts, and other relatives have minor influence on development. Respect for authority is instilled--for parents, for teachers, for policemen, and for other adults.⁴

¹John A. Barr, The Elementary Teacher and Guidance (New York: Henry Holt and Company, 1954), p. 34.

²Nancy Levi Arnez, "A Study of Attitudes of Negro Teachers and Pupils Toward Their School," The Journal of Negro Education, XXXII, No. 3 (Summer, 1963), pp. 291-3.

³Clyde Kluckhohn and Florence R. Kluckhohn, "American Culture: Generalized Orientations and Class Patterns," Conflicts of Power in Modern Culture (New York: Harper & Brothers, 1947), p. 107.

⁴Barr, op. cit., pp. 33-34.

The children's peer group is an association of one or both sexes (usually the range of ages does not vary beyond one or two years) which has a degree of mutual awareness and continuity. The family, it is maintained, since it is essentially oriented to the past, is unable to incorporate and teach its offspring the ways of adapting to our rapidly changing society, and hence surrenders a good part of its traditional functions to the peer group, either by default or deliberately. Thus, successful accommodation to the peer group becomes a value in itself in our culture.¹

Chronologically, the peer group is the second major socializing agency. Usually between the ages of four and seven the child's social world changes radically, from a small world centered in the family to an expanding world with a second center in the peer group. From this time on, the individual relates to and continually learns from his age-mates. This is true of the child, the adolescent, and the adult. One learns from one's friends and one's peers as long as one lives.

The peer world may be distinguished from the adult world in the following ways: (1) it gives the child equal status with others, (2) its learning situations usually occur in a less emotionally charged setting, (3) particularly in childhood and preadolescence, there is a transitory quality of relationships, and (4) its influence tends to become more rather than less important with the advancing age of the child.²

The peer group teaches children their sex roles, building just as

¹Henry Miller, "Conspectus for the Study of Socialization in the Peer Group," *Journal of Educational Sociology*, XXXIII, No. 8 (April, 1960), p. 320.

²Havighurst and Neugarten, *op. cit.*, pp. 127-9.

in other areas upon the earlier teaching of the family, but changing and elaborating that earlier teaching in complex ways. A child learns from his peers what behavior is accepted and admired in a boy, and what is accepted and admired in a girl. Thus the peer group is a powerful agency in molding the behavior of males and females in accordance with current American versions of manhood and womanhood.¹

Educators must reckon with the fact that the child has two sets of expectations to meet, and that the expectations set by the peer group may be as important as any set of adults in understanding school success and failure. Many a boy or girl drops out of school, not for lack of academic ability or for failure to meet the school's requirements, but for failure to gain acceptance into the peer group.²

In discussing leisure, Jones has this to say:

One of the most important problems arising out of our complex social, economic, and industrial conditions is the effective use of leisure time. With increased life expectancy, shorter working hours, and more systematic retirement plans the place of leisure in American society has assumed increasing importance. Many feel that the schools, along with other institutions, need to take greater responsibility for preparing students for leisure and giving them guidance in its satisfactory use.³

Jones further states that:

The choice of a leisure-time activity should be suited to the needs of the individual, and the basis for choice may well vary with the individual. In most cases, however, it should be sufficiently different from the activities in the regular occupation to afford recreation and real enjoyment.

¹Ibid., p. 120.

²Ibid., p. 148.

³Arthur J. Jones, Principles of Guidance (5th ed.; New York: McGraw-Hill Book Company, Inc., 1963), p. 245.

The required skills should be within the participant's capabilities. Before taking up a leisure-time activity, we may want to ask ourselves some questions: "Do I have time for it? Can I afford it? Will it meet my social needs?"¹

Merry and Merry point out that play and recreation are bound up intimately with the process of socialization and that they also have significant value in all phases of development.²

The individual should be helped to use his free time profitably and happily that he may derive from it satisfaction for himself and others and thereby become an asset to his home and community. This objective is obviously directly related to those of worthy family life and community life. The individual properly and happily engaged is saved from delinquency and is an asset in whatever group he is found.

It has been said that whatever one does to occupy his leisure time is a measure of what he likes to do. In a very large sense it may be said that what one enjoys is a matter of habit. The group, therefore, should be prepared for the right use of leisure time through the formation of right habits and attitudes. The school should guide the children to experience satisfaction again and again in legitimate recreational activities so that they will choose those outlets as a matter of habit.

Concerning recreation, Jones says:

As usually understood, recreation may include practically all types of leisure-time activities, especially amateur sports and games--anything done just for fun. However, its original

¹Ibid., p. 24.5

²Frieda Kiefer Merry and Ralph Vickers Merry, The First Two Decades of Life (2nd ed.; New York: Harper and Brothers, 1958), p. 452.

meaning has great significance. "Recreation" has the meaning indicated in "recreation". It means to revive, to refresh, renew.¹

Regarding recreation for mentally retarded children, The National Association for Retarded Children points out that:

For the mentally retarded children recreation is of the utmost importance. Normal youngsters usually have many opportunities to learn to play and to become outgoing and friendly. The mentally retarded--because they are generally shunned as being "different," may never have those opportunities.

When they do not know what to do with their leisure time, retarded people may become social problems. They become shy, withdrawn, and more dependent on others--especially their parents.

Through play and other forms of recreation, the mentally retarded can experience success, enjoyment, and a sense of accomplishment. As a result, they benefit. So do their parents and, in the long run, so does society.

In communities where recreational facilities and physical educational programs are conducted for the retarded--camps, playgrounds, square dancing, games and parties--some dramatic results have been obtained. All the retarded improved physically and many improved intellectually.²

Concerning recreation for the retarded, Berryman has this to say:

Because recreation is also frequently a learning process, it offers a wide range of opportunities to help the retarded learn by doing. In addition, the bodily movement which accompanies work and recreation activities can help improve posture, balance and coordination, and strengthen the musculature. This is not to say that physical activity is synonymous with recreation, however. Recreation, in the proper sense of the word, also provides opportunities for creative expression which a few of these people have ever had.³

¹Jones, *op. cit.*, p. 247.

²The National Association for Retarded Children, How to Bring New Hope to the Mentally Retarded, A Report to the Public. The National Association for Retarded Children, 1965.

³Dorris Berryman, "Leisure Time and Mental Retardation," The Training School Bulletin, LVIII, No. 4 (February, 1962), p. 140.

Slow-learning children should learn the joy of good music, the delight of physical activity, the satisfaction of simple handcrafts, and of occupations. It is in physical, not mental, activity that the slow-learning group will find their recreation; so the cultivation of skill and pleasure in activities such as those suggested, rather than in artistic or literary pursuits are of importance to them. Radio, television, and motion pictures as channels of entertainment should receive special attention. The teacher has the opportunity to guide them throughout their school life in choosing the better programs.

It is also important that the slow-learning child learn to enjoy things with others (to be a good companion and a good friend) and to use community facilities for his recreation (the library, evening schools, etc.). Since he is typically more suggestible than other children, it is especially important that his leisure time be spent in an atmosphere among persons most likely to exert a wholesome influence.¹

Various authors have furnished lists of toys and play equipment suitable for children of different ages. Washburn, in 1930, listed bicycles as a suitable toy for "active and physical development" for boys from 8 to 13 years and for girls from 8 to 12 years. Some of the other items listed in the category "active and physical development" were baseball equipment, scooters, football equipment, ball-bearing roller skates, and marbles for boys 8 and 9; balls (beach, soccer, water, basket), scooters, wagons, and roller skates for girls 8 and 9; baseball equipment, football equipment, basketballs, tops, and marbles for boys

¹Ingram, op. cit., pp. 95-6.

from 10 to 13 years; and ice skates, balls, roller skates, and jumping ropes for girls from 10 to 12 years. Under the category "dramatic and imaginative play," Washburn listed dolls and doll accessories for girls from 8 to 12 years.¹

In discussing play items and interests of children, Jenkins, Shacter, and Bauer say that most seven-year-olds have put the tricycle aside in favor of roller skates, a jump rope, a scooter, or a coaster wagon, and look longingly toward owning a bicycle; a few can ride a two-wheeler, but most of the group are not quite ready for it yet. Seven likes to do tricks, turning somersaults or hanging by his knees from the trapeze, climbing to the top of the jungle gym or the higher branches of a tree, or even a garage roof if one is available.

Baseball, soccer, and other organized games delight the eight-year old. On rainy days or in the evenings he is becoming an enthusiast for table games--monopoly, parcheesi, rummy, hearts, and all the old and new favorites that children have played through the years. Erector sets and chemistry outfits, models of airplanes, trains, and boats keep the boys busy. The girls have countless involved games with their paper dolls. Play is frequently dramatic. The child's earlier interest in "acting" becomes very strong during this year. Movies, comics, and radio have become a definite part of the life of the eight-year old. Many eight-year-olds go to the movies once a week.

Nine-year-olds still need and enjoy much active, rough-and-tumble play but sex differences are showing up increasingly. The boys shout

¹ H. C. Washburn, "The Right Toy for the Right Age," Child Welfare, The National Parent-Teacher Magazine (December, 1930), pp. 201-3.

and tear around. The girls on the other hand, enjoy active group games but are usually less noisy and less full of spontaneous energy than boys. They turn to quieter activities or to roller skating, ice skating, jump rope, and jacks. Many nine-year-olds are great readers; others are hardly interested in books at all.

The interest in team games is high during preadolescence. Boys usually like soccer, baseball, football, rowing, swimming, hiking, skating, and dancing. Girls of this age are more mature than boys, not only physically but in their interests. They are concerned with relationships between people and will play endless games with their paper dolls, working out problems and scenes of marriage, families, and babies. Both groups enjoy movies, radio, television, and comics.¹

The activity of the pupils outside school hours may nullify all the teacher's efforts within the school. The social attitude of a child can hardly be changed by six hours in school if no adjustment is made in his conditions of living during the other eighteen hours. No program that may be worked out for a given pupil can be considered complete unless it makes some provision for recreation and for the proper spending of his spare time.²

¹Jenkins, Shacter, and Bauer, op. cit., pp. 133-4, 152-3, 167-8, 184, 187.

²Arch O. Heck, The Education of Exceptional Children (New York: McGraw-Hill Book Company, Inc., 1940), pp. 32-3.

CHAPTER II

ANALYSIS AND PRESENTATION OF DATA

Introduction.--The purpose of this chapter is to analyze, interpret, and present the data obtained by administering questionnaires to the 68 Negro educable mentally retarded pupils enrolled in five special classes in the DeKalb County Elementary Schools during the 1964-65 school year and to the one person selected by each as his playmate. Two or 2.94 per cent of the original 68 retardates indicated that they had no best friend or playmate. One of these individuals was at the primary level and the other at the intermediate level. These individuals have been excluded from all tables and statistical calculations.

Of the remaining 66 retardates, 14 of the 40 at the primary level or 35.00 per cent selected persons as playmates, but the selectees did not reciprocate, and at the intermediate level ten of the 26 selectees or 38.46 per cent did not reciprocate. Thus, of the 132 subjects, 48 or 36.36 per cent have been excluded from all tables and statistical calculations, leaving a total of 42 retardates or 61.76 per cent of the original total and 42 playmates for consideration in this chapter. These 42 retardate-playmate pairs were distributed as follows: 26 or 61.91 per cent at the primary level (represented by numbers 1 through 26 in all tables) and 16 or 38.10 per cent at the intermediate level (represented by numbers 27 through 42 in all tables).

The data were analyzed and interpreted in view of the purposes stated in Chapter I of this study.

Chronological ages, estimated mental ages, I.Q.'s, and sex of subjects.--Data regarding the chronological ages, estimated mental ages, I.Q.'s, and sex of retardates and their playmates are shown in Table 1. An analysis of the data presented in this table reveals that 16 retardates or 38.09 per cent selected playmates with equivalent chronological ages; nine or 21.42 per cent selected and were reciprocated by playmates chronologically older than themselves; and 17 or 40.47 per cent selected and were reciprocated by younger playmates. The range of chronological ages for retardates is eight or 16; for playmates, six to 15. The mean chronological age for retardates is 10.7; for playmates, 10.6.

Table 1 also shows that two or 4.76 per cent of the retardates selected playmates with equivalent estimated mental ages; 36 or 85.72 per cent selected playmates with mental ages greater than their own; and four or 9.52 per cent selected playmates younger in estimated mental age. The range of estimated mental age for retardates is 4.3 to 9.9 (51 months to 117 months); for playmates; 4.3 to 15.6 (51 months to 186 months). The mean estimated mental age for retardates is 7.0 (84 months); for playmates, 9.0 (108 months).

Table 1 reveals that the I.Q.'s of the playmates, in most instances, are greater than those of the retardates. Only one retardate or 2.38 per cent selected a playmate with an identical I.Q.; 34 or 80.96 per cent selected playmates with higher I.Q.'s; and seven or 16.66 per cent selected playmates with lower I.Q.'s. The range of I.Q.'s for retardates is 51 to 81; for playmates, 58 to 113. The mean I.Q. for retardates is 66; for playmates, 86.

Table 1 shows that only ten retardates or 23.80 per cent selected as playmates persons who also were retarded while 32 or 76.19 per cent selected persons in the regular grades. It is interesting to note that three retardates or 7.14 per cent selected as playmates persons in high school (9th graders) and that three or 7.14 per cent of the retardate-playmate pairs involved sibling relationships; one male pair, one female pair, and one mixed pair.

Finally, Table 1 reveals that 40 or 95.24 per cent of retardates selected persons of the same sex. Twenty-two or 52.38 per cent of the pairs were male; 18 or 42.85 per cent, female; and two or 4.76 per cent were mixed, both cases in which a male selected a female.

Height and weight of subjects.—Table 2 shows height and weight of the retardates and their playmates. An analysis of data in this table reveals that six or 11.90 per cent of the retardates selected playmates of equivalent height; 17 or 40.47 per cent selected taller playmates; and 19 or 45.23 per cent selected shorter playmates. The range of height for retardates is 47.50 to 67.00 inches; for playmates, 45.00 to 67.00 inches. The mean height for retardates is 56.44 inches; for playmates, 63.12 inches.

Table 2 also reveals that one or 2.38 per cent of the retardates selected a playmate of equivalent weight; 23 or 54.76 per cent selected playmates weighing more; and 18 or 42.85 per cent selected playmates weighing less. None of the retardates selected playmates of equivalent weight.

TABLE 1

CHRONOLOGICAL AGES, ESTIMATED MENTAL AGES, I.Q.'S AND SEX OF SUBJECTS

Pair	Chronological Age		Estimated Mental Age		I.Q.		Grade Level	Sex	
	Retardate	Playmate	Retardate	Playmate	Retardate	Playmate		Retardate	Playmate
1	10	9	7.7	6.8	77	73	3rd	M	M
2	8	8	6.4	7.6	80	95	2nd	M	M
3	9	9	6.5	5.5	72	61	Sp. Ed.	M	M
4	9	7	6.5	7.8	72	111	2nd	F	F
5	8	8	4.3	7.2	54	90	2nd	F	F
6	8	13	5.5	11.3	69	87	5th	M	M
7	8	8	5.7	6.4	63	80	3rd	F	F
8	10	15	6.5	6.9	65	46	6th	M*	M*
9	9	9	6.5	8.0	72	89	3rd	F	F
10	9	11	6.0	7.9	67	72	Sp. Ed.	F	F
11	9	8	6.2	7.5	69	94	2nd	M	M
12	8	8	5.7	8.9	71	111	2nd	F	F
13	10	10	6.0	10.8	60	108	4th	F	F
14	8	10	5.4	7.8	68	78	3rd	M	M
15	10	15	7.5	14.7	75	98	9th	M	M
16	9	7	7.1	7.4	79	105	2nd	M	M
17	8	8	6.2	6.2	77	78	2nd	M	M
18	9	9	5.0	8.5	56	94	4th	F	F
19	10	6	6.5	6.5	65	109	1st	F	F
20	9	10	6.3	7.0	70	70	5th	M	M
21	11	9	7.0	8.0	64	89	3rd	M	M
22	9	14	6.3	14.3	70	102	9th	F*	F*
23	10	8	6.8	7.4	68	93	2nd	F	F
24	11	11	6.6	6.9	60	63	5th	M	M
25	11	12	7.6	8.4	69	70	Sp. Ed.	M	M
26	10	11	6.0	6.1	60	55	Sp. Ed.	F	F

*

Sibling relationship

TABLE 1 -- Continued

Pair	Chronological Age		Estimated Mental Age		I.Q.		Grade Level		Sex	
	Retardate	Playmate	Retardate	Playmate	Retardate	Playmate	Playmate	Retardate	Playmate	
27	13	11	6.6	12.4	51	113	5th	F	F	
28	14	14	8.1	14.3	58	102	7th	F	F	
29	13	12	8.5	9.8	65	82	Sp. Ed.	M	M	
30	14	14	9.9	9.8	71	70	Sp. Ed.	M	M	
31	13	11	8.5	6.4	65	58	Sp. Ed.	F	F	
32	13	13	7.7	9.7	50	69	Sp. Ed.	M	M	
33	14	13	8.7	13.4	62	103	7th	M	F	
34	13	9	7.4	7.8	57	87	3rd	M*	F*	
35	13	11	9.4	7.2	72	65	Sp. Ed.	M	M	
36	13	12	7.3	11.5	56	96	5th	M	M	
37	12	12	7.4	8.2	62	68	7th	F	F	
38	12	9	8.0	8.4	67	93	4th	F	F	
39	12	11	7.4	10.5	62	95	6th	M	M	
40	16	15	8.5	15.6	53	104	9th	F	F	
41	11	11	8.7	10.6	79	96	5th	M	M	
42	12	12	8.9	9.5	81	86	Sp. Ed.	M	M	
Total	448	443	29.48	37.69	2,792	3,608				
Range	8-16	6-15	4-3	4.3-15.6	51-81	58-113				
Mean	10.7	10.6	7.0	9.0	66	86				

*

Sibling relationship.

TABLE 2

HEIGHT AND WEIGHT OF SUBJECTS

Pair	Retardate	Playmate	Retardate	Playmate
	Height (in.)	Height (in.)	Weight (lbs.)	Weight (lbs.)
1	58.75	55.00	69.00	60.00
2	53.00	49.25	50.00	52.00
3	53.00	53.00	59.00	60.00
4	55.00	50.00	61.00	60.00
5	53.00	49.00	55.00	48.00
6	56.00	60.00	70.00	85.00
7	49.00	53.00	40.00	60.00
8	57.50	67.00	73.00	135.00
9	50.00	54.00	64.00	73.00
10	52.00	60.50	55.00	103.00
11	54.25	50.00	60.00	50.00
12	52.50	52.50	60.00	55.00
13	52.50	49.00	75.00	60.00
14	53.00	55.00	65.00	80.00
15	55.25	62.00	86.00	105.00
16	47.50	50.00	55.00	58.00
17	47.75	48.00	55.00	50.00
18	50.25	45.00	59.00	62.00
19	60.25	45.50	98.00	45.00
20	55.25	50.25	74.00	75.00
21	55.25	54.00	60.00	74.00
22	52.00	58.00	69.00	99.00
23	58.00	52.00	90.00	75.00
24	57.00	55.50	74.00	90.00
25	57.00	57.00	71.00	70.00
26	52.00	59.00	55.00	93.00
27	60.00	60.00	100.00	83.00
28	62.00	63.00	115.00	120.00
29	61.50	55.00	88.00	74.00
30	55.50	65.50	90.00	105.00
31	57.00	61.00	77.00	74.00
32	65.00	62.50	103.00	103.00
33	65.00	53.00	113.00	70.00
34	67.00	52.00	165.00	62.00
35	62.00	56.00	90.00	70.00

TABLE 2 -- Continued

Pair	Retardate Height (in.)	Playmate Height (in.)	Retardate Weight (lbs.)	Playmate Weight (lbs.)
36	64.00	64.00	100.00	96.00
37	61.50	60.00	93.00	112.00
38	57.00	57.00	92.00	73.00
39	56.00	63.50	87.00	183.00
40	64.00	62.00	92.00	104.00
41	56.00	57.00	70.00	96.00
42	60.00	61.50	81.00	86.00
Total	2,370.50	2,651.00	2,949.50	3,388.00
Range	47.50-67.00	45.00-67.00	40.00-165.00	45.00-183.00
Mean	56.44	63.12	70.23	80.67

The range of weight for retardate is 40.00 to 165.00 pounds; for playmates, 45.00 to 183.00 pounds. The mean weight for retardates is 70.23 pounds; for playmates, 80.67 pounds.

Social acceptance and certain behaviors of subjects.--Table 3 shows responses by subjects to the question, "Do you think you are liked by all your classmates?" An analysis of data in this table reveals that 38 or 90.48 per cent of the retardates felt that they were liked by all their classmates whereas four or 9.52 per cent felt they were not.

TABLE 3

RESPONSES BY SUBJECTS TO THE QUESTION: DO YOU THINK YOU
ARE LIKED BY ALL YOUR CLASSMATES?

Pair	Retardate (Reason, if No)	Yes	Playmate (Reason, if No)	Yes
1-6		X		X
7	They tease me and call me names.			X
8-12		X		X
13		X	He fights me and calls me names.	
14		X	He teases me and calls me names.	
15-16		X		X
17		X	The fight me all the time.	
18		X	All the boys fight me.	
19		X		X
20		X	None of the girls like to play with me.	
21-23		X		X
24	He fights me.			X
25-28		X		X
29		X	Some of the boys don't play with me.	
30		X		X
31		X	She's jealous of my clothes.	
32-33		X		X
34		X	I won't give them my lunch.	
35	They don't play with me.			X
36		X	He fights me.	
37-38		X		X
39	They don't play with me.			X
40-42		X		X
Number	4	38	9	33
Per cent	9.52	90.48	21.42	78.57

Table 3 also reveals that 33 or 78.57 per cent of the playmates felt that they were liked by all their classmates whereas nine or 21.42 per cent felt they were not.

Table 4 shows responses by subjects to the question, "Would you like to be liked by all your classmates?" An analysis of data in this table reveals that 40 or 95.24 per cent of both the retardates and their playmates said that they would like to be liked by all their classmates; one or 2.38 per cent from each group said he would not; and another one or 2.38 per cent from each group said he didn't care.

TABLE 4

RESPONSES BY SUBJECTS TO THE QUESTION: WOULD YOU LIKE
TO BE LIKED BY ALL YOUR CLASSMATES?

Pair	Retardate			Playmate		
	Yes	No	Don't Care	Yes	No	Don't Care
1-6	X			X		
7			X	X		
8-17	X			X		
18	X					X
19-35	X			X		
36	X				X	
37-38	X			X		
39		X		X		
40-42	X			X		
Number	40	1	1	40	1	1
Per cent	95.24	2.38	2.38	95.24	2.38	2.38

Table 5, page 39, shows responses by playmates to the question, "Why do you feel that the person selected you as his (her) best friend?" An analysis of data in this table reveals that 28 or 66.67 per cent of the playmates checked "You live near him (her);" 33 or 78.57 per cent checked "You have participated in various activities with him (her);" 32 or 76.19 per cent checked "You have been very kind and friendly to him (her);" 20 or 47.62

per cent checked "You have called him (her) your best friend;" 28 or 66.67 per cent checked "Your parents are close friends of his (hers);" 39 or 92.86 per cent checked "You seem to enjoy doing the same things as he (she);" and 18 or 42.85 per cent checked "other." Among the "other" reasons were "I share my toys and games with him;" "He comes to my house to play and I go to his;" "She's my sister;" "She's nice and acts nice;" "We get together; we don't fuss and fight;" "She's my cousin;" "We are together most of the time;" "We go home from school together everyday;" and "We go to the Y.M.C.A. together."

Table 6, page 40, shows responses by retardates to the question, "Why did you select the person as your best friend?" An analysis of data in this table reveals that 27 or 64.28 per cent checked "You live near him (her);" 34 or 80.96 per cent checked "You have participated in various activities with him (her);" 29 or 69.04 per cent checked "You have been very kind and friendly to him (her);" 20 or 47.62 per cent checked "You have called him (her) your best friend;" 24 or 57.14 per cent checked "Your parents are close friends of his (hers);" 39 or 92.86 per cent checked "You seem to enjoy doing the same things as he (she);" and seven or 16.66 per cent checked "other." The "other" reasons were "He seems to like me a lot;" "We get along pretty good;" "We don't fight;" "I go to his house and play with him;" "We share things together;" "We get along well;" and "We have been in class together for a few years."

Table 7, pages 42-43, shows responses by subjects to the question, "What changes, if any, would improve your best friend?" An analysis of data in this table reveals that twelve or 28.57 per cent of the retardates and 17 or 40.47 per cent of their playmates checked "Be more tidy and neat

TABLE 5

RESPONSES BY PLAYMATES TO THE QUESTION: WHY DO YOU FEEL THAT THE PERSON
SELECTED YOU AS HIS (HER) BEST FRIEND?

Reason	Playmate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
You live near him (her).	X		X		X	X	X	X			X	X		X	X	X	X	X	X	X	X
You have participated in various activities with him (her).	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
You have been very kind and friendly to him (her).	X		X			X	X	X	X	X	X	X		X		X	X		X		X
You have called him (her) your best friend.	X					X	X	X	X	X				X				X	X	X	X
Your parents are close friends of his (hers).	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
You seem to enjoy doing the same things as he (she).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Other	X	X							X	X				X			X			X	X

Reason	Playmate																					
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	
You live near him (her).	X	X	X						X	X	X	X	X		X	X	X				X	
You have have participated in various activities with him (her).								X		X	X		X	X	X	X	X	X	X	X	X	
You have been very kind and friendly to him (her).		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
You have called him (her) your best friend.		X	X				X	X	X		X							X		X	X	
Your parents are close friends of his (hers).		X			X		X	X	X	X	X			X		X	X			X		
You seem to enjoy doing the same things as he (she).			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	
Other	X							X	X	X			X	X		X	X	X	X			

TABLE 6

RESPONSES BY RETARDATE TO THE QUESTION: WHY DID YOU SELECT
THE PERSON AS YOUR BEST FRIEND?

Reason	Retardate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
You live near him (her).	X	X	X	X	X	X	X	X			X	X			X	X	X	X	X		X
You have participated in various activities with him (her).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
You have been very kind and friendly to him (her).	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X				X
You have called him (her) your best friend.			X				X			X	X	X		X	X	X	X	X			X
Your parents are close friends of his (hers).			X		X	X			X	X	X	X	X	X	X	X	X		X	X	
You seem to enjoy doing the same things as he (she).		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Other			X															X			

Reason	Retardate																				
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
You live near him (her).	X	X	X					X		X	X	X			X	X	X			X	
You have participated in various activities with him (her).	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X		X	X	X
You have been very kind and friendly to him (her).			X	X	X	X	X		X				X	X	X			X	X	X	X
You have called him (her) your best friend.						X	X		X				X	X	X			X	X	X	
Your parents are close friends of his (hers).					X		X	X	X					X		X					X
You seem to enjoy doing the same things as he (she).		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other	X												X	X		X					

in dress;" 16 or 38.09 per cent of the retardates and 13 or 30.95 per cent of their playmates checked "Avoid making fun of others behind their backs;" 15 or 35.71 per cent of both groups checked "Stop bossing others;" 24 or 57.14 per cent and 17 or 40.47 per cent, respectively, checked "Learn to control temper and keep out of arguments;" 19 or 45.23 per cent and 16 or 38.09 per cent, respectively, checked "Avoid talking too much;" ten or 23.80 per cent of the retardates and eight or 19.04 per cent of their playmates checked "Keep nose out of other people's business;" three or 7.14 per cent and 13 or 30.95 per cent, respectively, checked "Avoid being lazy;" five or 11.90 per cent and nine or 21.42 per cent, respectively, checked "Avoid borrowing things;" 18 or 42.85 per cent of the retardates and 13 or 30.95 per cent of their playmates checked "Avoid talking fast and laughing loudly;" twelve or 28.57 per cent and eleven or 26.18 per cent, respectively, checked "Avoid making fun of others to their faces;" eleven or 26.18 per cent and twelve or 28.57 per cent, respectively, checked "Learn to respect adults and authority more;" and two or 4.76 per cent of both groups checked "other." The "other" reasons were: "Stop using bad language;" "Stop smoking" (twice); and "Her personality should change."

Parental preference of subjects.---In considering parental preference, it was felt that the person or persons with whom the subject resides and his sex might be significant determining factors. Table 8 shows parental preference of the retardates and their playmates. An analysis of data in this table reveals that 38 or 90.48 per cent of the retardates are from families of which both parents are living. Eighteen or 42.85 per cent reside with both parents; 13 or 30.95 per cent reside with their mother only; eight or 19.04 per cent reside with their mother and stepfather; one or 2.38 per cent

TABLE 7

RESPONSES BY SUBJECTS TO THE QUESTION: WHAT CHANGES, IF ANY,
DO YOU FEEL WOULD IMPROVE YOUR BEST FRIEND?

Change	Retardate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Be more tidy and neat in dress.	X						X							X							
Avoid making fun of others behind their backs.															X				X	X	
Stop bossing others.	X	X	X		X			X		X					X			X			X
Learn to control temper and keep out of arguments.		X	X		X	X		X	X	X			X	X	X	X	X		X	X	X
Avoid talking too much.			X	X	X			X					X	X	X		X	X	X	X	
Keep nose out of other people's business.			X		X			X	X					X							X
Avoid being lazy.								X													
Avoid borrowing things.								X			X				X						
Avoid talking fast and laughing loudly.			X				X	X			X			X	X	X		X			
Avoid making fun of others to their faces.	X							X	X				X			X	X		X	X	
Learn to respect adults and authority more.							X	X						X	X	X			X		
Other																					
Change	Playmate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Be more tidy and neat in dress.								X			X			X			X		X		
Avoid making fun of others behind their backs.			X					X	X	X			X				X	X		X	
Stop bossing others.	X	X			X			X	X	X							X		X	X	X
Learn to control temper and keep out of arguments.			X					X		X			X					X	X	X	X
Avoid talking too much.					X		X							X			X	X	X		X
Keep nose out of other people's business.								X	X									X			X
Avoid being lazy.			X			X	X						X		X		X		X		
Avoid borrowing things.								X						X			X				
Avoid talking fast and laughing loudly.				X				X				X		X	X		X				
Avoid making fun of others to their faces.													X				X	X	X	X	
Learn to respect adults and authority more.								X					X		X		X	X		X	
Other																					

TABLE 7 -- Continued

Change	Retardate													
	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Be more tidy and neat in dress.			X	X			X		X	X			X	X
Avoid making fun of others behind their backs.		X			X				X	X			X	X
Stop bossing others.	X									X	X	X		
Learn to control temper and keep out of arguments.	X		X		X			X	X	X	X			X
Avoid talking too much.			X		X		X	X					X	X
Keep nose out of other people's business.										X			X	X
Avoid being lazy.					X			X					X	X
Avoid borrowing things.			X		X									X
Avoid talking fast and laughing loudly.			X		X				X	X			X	X
Avoid making fun of others to their faces.		X											X	X
Learn to respect adults and authority more.		X												
Other							X						X	

Change	Playmate													
	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Be more tidy and neat in dress.	X		X		X				X	X			X	X
Avoid making fun of others behind their backs.					X					X			X	X
Stop bossing others.										X			X	X
Learn to control temper and keep out of arguments.			X	X	X					X	X	X	X	X
Avoid talking too much.			X		X		X				X	X	X	X
Keep nose out of other people's business.					X				X		X			X
Avoid being lazy.					X				X	X			X	X
Avoid borrowing things.					X		X	X		X	X			X
Avoid talking fast and laughing loudly.					X				X		X	X	X	X
Avoid making fun of others to their faces.					X				X		X		X	X
Learn to respect adults and authority more.							X	X	X	X			X	X
Other								X					X	

TABLE 8
PARENTAL PREFERENCE OF SUBJECTS

Pair	Parental Preference		Sex		Subject Resides With	
	Retardate	Playmate	Retardate	Playmate	Retardate	Playmate
1	Both	Both	Male	Male	Mother	Grandmother
2	Both	Both	Male	Male	Both	Both
3	Foster				Foster	
	Mother ^b	Both	Male	Male	Mother(b)	Both
4	Father ^a	Mother	Female	Female	Mother(a)	Both
5	Mother	Both	Female	Female	Both	Both
6	Both	Both	Male	Male	Both	Mother
7	Both	Both	Female	Female	Mother	Both
8	Both	Both	Male	Male	Both	Both
9	Both	Mother	Female	Female	Both	Mother
10	Mother	Both	Female	Female	Both	Both
11	Mother	Both	Male	Male	Mother & Stepfather	Both
12	Both	Both	Female	Female	Mother	Both
13	Mother	Both	Female	Female	Mother & Stepfather	Mother & Stepfather
14	Mother	Both	Male	Male	Mother	Mother & Stepfather
15	Father	Both	Male	Male	Mother & Stepfather	Both
16	Mother(a)	Both	Male	Male	Mother(a)	Both
17	Both	Father	Male	Male	Mother & Stepfather	Both
18	Mother	Mother	Female	Female	Both	Both
19	Mother	Both	Female	Female	Mother	Mother & Stepfather
20	Both	Both	Male	Male	Mother	Both

^a
Father deceased.

^b
Both parents deceased.

TABLE 8 -- Continued

Pair	Parental Preference		Sex		Subject Resides With	
	Retardate	Playmate	Retardate	Playmate	Retardate	Playmate
21	Both	Both	Male	Male	Mother & Stepfather	Both
22	Both	Mother	Female	Female	Mother & Stepfather	Mother & Stepfather
23	Father	Both	Female	Female	Mother	Both
24	Mother	Mother ^a	Mother	Mother	Both	Mother(a)
25	Father	Mother Foster ^b	Male	Male	Both	Male Foster
26	Both	Mother ^b	Female	Female	Both Grand-mother	Mother(b)
27	Both	Both	Female	Female		Grandmother
28	Both	Both	Female	Female	Both	Both
29	Both	Both	Male	Male	Both	Both
30	Both	Both	Male	Male	Both	Both
31	Mother	Both	Female	Female	Both	Grandmother
32	Both	Mother	Male	Male	Both	Mother
33	Both	Both	Male	Female	Both	Mother
34	Mother(a)	Mother(a)	Male	Female	Mother(a)	Mother(a)
35	Both	Both	Male	Male	Both Mother & Stepfather	Aunt & Uncle
36	Both	Both	Male	Male		Mother
37	Both	Mother	Female	Female	Mother Grand-mother	Both
38	Both	Father	Female	Female		Both Grandmother & Grandfather
39	Both	Both	Male	Male	Both Mother & Stepfather	
40	Mother	Mother	Female	Female		Stepmother
41	Both	Mother(a)	Male	Male	Mother	Grandmother(a)
42	Both	Mother	Male	Male	Mother	Both

^a

Father deceased.

^b

Both parents deceased.

resides with his foster mother; and two or 4.76 per cent reside with their grandmother. The fathers of three or 7.14 per cent of the retardates are deceased and both parents of one or 2.38 per cent are deceased.

Table 8 also reveals that 38 or 90.48 per cent of the playmates are from families of which both parents are living. Twenty-two or 52.38 per cent reside with both parents; eight or 19.04 per cent reside with their mother only; four or 9.52 per cent reside with their mother and stepfather; another four or 9.52 per cent reside with their grandmother; and one or 2.38 per cent resides with his foster mother; one or 2.38 per cent with his father and stepmother; one or 2.38 with his grandmother and grandfather; and one or 2.38 per cent with his aunt and uncle. The fathers of three or 7.14 per cent are deceased and both parents of one or 2.38 per cent are deceased.

Table 8 reveals that 40 or 95.24 per cent of the retardate-playmate pairs are of the same sex (22 or 52.38 per cent male and 18 or 42.85 per cent female). Two or 4.76 per cent are mixed, both cases in which a male selected a female. Of the 22 male retardates, 15 or 68.18 per cent like both their parents the same; four or 18.18 per cent prefer their mother; two or 9.09 per cent prefer their father; and one or 4.55 per cent prefers his foster mother. One male of the mixed-sex pairs likes both parents the same; and the other one prefers his mother. Of the 18 female retardates, nine or 50.00 per cent like both mother and father the same; seven or 38.89 per cent prefer their mother; and two or 11.11 per cent prefer their father.

Finally, Table 8 reveals that of the 22 male playmates, 19 or 86.36 per cent like both mother and father the same; two or 9.09 per cent prefer their mother; and one or 4.55 per cent prefers his father. Of the 18 female

playmates, ten or 55.56 per cent like both parents the same; six or 33.33 per cent prefer their mother; one or 5.56 per cent prefers her father; and another one or 5.56 per cent prefers her foster mother. One female of the mixed-sex pairs likes both parents the same and the other prefers her mother.

In connection with parental preference, it might be interesting to note who administers punishment to subjects when necessary. Table 9 shows responses by subjects to the question, "Which parent administers punishment?" An analysis of data in this table reveals that the mothers of 22 or 52.38 per cent; the fathers of six or 14.28 per cent; both parents of another six or 14.28 per cent; the stepfathers of two or 4.76 per cent; neither parent of four or 9.52 per cent; the grandmother of one or 2.38 per cent; and the foster mother of another one of 2.38 per cent of the retardates administer punishment when necessary.

Table 9 also reveals that the mothers of 18 or 42.85 per cent; the fathers of nine or 21.42 per cent; both parents of ten or 23.80 per cent; the grandmothers of three or 7.14 per cent; the uncle of one or 2.38 per cent; and the foster mother of another one or 2.38 per cent of the playmates administer punishment when necessary.

Familial positions of subjects with regard to siblings.---Table 10 shows familial positions of the retardates and their playmates with regard to their siblings. It was felt that it would be advisable to consider, along with familial positions, the number of sisters and brothers each subject had. An analysis of the data in Table 10 reveals that 27 or 64.28 per cent of the retardates are between the oldest and the youngest children in their families; seven or 16.66 per cent are the oldest; and eight or 19.04 per cent are the

TABLE 9

RESPONSES BY SUBJECTS TO THE QUESTION:
WHICH PARENT ADMINISTERS PUNISHMENT?

Pair	Retardate	Playmate
1	Mother	Mother
2	Both	Mother
3	Foster Mother	Both
4	Mother	Mother
5	Father	Both
6	Mother	Mother
7	Mother	Both
8	Mother	Father
9	Father	Mother
10	Mother	Both
11	Stepfather	Both
12	Mother	Both
13	Both	Mother
14	Mother	Grandmother
15	Neither	Both
16	Mother	Father
17	Stepfather	Father
18	Neither	Both
19	Both	Mother
20	Mother	Mother
21	Mother	Mother
22	Mother	Mother
23	Father	Father
24	Mother	Mother
25	Mother	Father
26	Father	Foster Mother
27	Grandmother	Mother
28	Neither	Both
29	Both	Father
30	Both	Both
31	Both	Grandmother
32	Mother	Mother
33	Neither	Mother
34	Mother	Mother
35	Mother	Uncle
36	Mother	Mother
37	Father	Father
38	Mother	Father
39	Father	Grandmother
40	Mother	Father
41	Mother	Mother
42	Mother	Mother

TABLE 10

FAMILIAL POSITIONS OF SUBJECTS WITH REGARD TO SIBLINGS

Pair	Retardate			Playmate		
	Number of Sisters	Number of Brothers	Position	Number of Sisters	Number of Brothers	Position
1	1	3	Between	3	2	Oldest
2	3	0	Oldest	3	5	Between
3	0	7	Between	4	0	Between
4	3	2	Between	1	1	Oldest
5	2	1	Oldest	4	2	Oldest
6	3	5	Between	3	2	Oldest
7	1	4	Between	3	2	Between
8	3	4	Youngest	3	5	Between
9	2	3	Between	1	0	Youngest
10	2	3	Oldest	2	4	Between
11	1	2	Between	1	6	Between
12	0	1	Youngest	3	1	Between
13	2	3	Between	2	1	Between
14	2	1	Oldest	2	1	Oldest
15	6	4	Between	3	1	Youngest
16	2	4	Between	5	2	Between
17	1	0	Youngest	0	4	Between
18	3	3	Youngest	4	2	Oldest
19	0	2	Oldest	1	2	Between
20	1	2	Between	2	3	Between
21	2	2	Between	1	2	Oldest
22	6	3	Between	6	3	Between
23	1	1	Youngest	5	5	Between
24	4	6	Between	0	0	Only
25	2	1	Between	2	0	Between
26	2	0	Between	0	1	Youngest

TABLE 10 -- Continued

Pair	Retardate			Playmate		
	Number of Sisters	Number of Brothers	Position	Number of Sisters	Number of Brothers	Position
27	6	1	Oldest	2	1	Between
28	2	1	Between	5	6	Between
29	5	7	Between	1	1	Youngest
30	4	2	Between	4	2	Between
31	6	2	Between	4	4	Between
32	7	2	Between	3	4	Between
33	3	3	Youngest	2	2	Between
34	1	0	Oldest	0	1	Youngest
35	5	2	Between	1	3	Between
36	4	8	Between	4	5	Between
37	3	0	Between	5	5	Between
38	3	2	Between	4	2	Between
39	4	6	Youngest	3	5	Between
40	5	4	Between	3	3	Youngest
41	1	2	Youngest	1	2	Between
42	4	3	Between	0	1	Oldest

youngest children in their families. Twenty-seven or 64.28 per cent of the playmates are between the oldest and youngest children in their families; eight or 19.04 per cent are the oldest; six or 14.28 per cent are the youngest; and one or 2.38 per cent is an only child.

Attitudes of subjects toward siblings.---Table 11, pages 52-54, shows attitudes of subjects toward their siblings. An analysis of data in this table reveals that 19 or 45.23 per cent of the retardates like none of their siblings more than the others; 16 or 38.09 per cent prefer a sister; and seven or 16.66 per cent prefer a brother. Twenty-eight or 66.67 per cent of the retardates like none of their siblings less than the others; ten or 23.80 per cent like a sister least; and four or 9.52 per cent like a brother least. Twenty-four or 57.14 per cent of the playmates like none of their siblings more than the others; nine or 21.42 per cent prefer a sister; eight or 19.04 per cent prefer a brother; and one or 2.38 per cent is an only child. Thirty-six or 85.72 per cent of the playmates like none of their siblings less than the others; four or 9.52 per cent like a sister least; and two or 4.76 per cent like a brother least.

Attitudes of subjects toward parental, school personnel, and other adult authority.---Table 12, page 55, shows attitudes of subjects toward authority. An analysis of data in this table reveals that all 42 or 100.00 per cent of both the retardates and their playmates felt it important to respect their parents, school personnel, and other adult authority.

Table 13 shows responses by subjects to the question, "How do you feel about teachers, in general?" An analysis of data in this table reveals that 41 or 97.62 per cent of the retardates responded positively while one or 2.38 per cent responded negatively. Forty or 95.24 per cent of the

TABLE 11
ATTITUDES OF SUBJECTS TOWARD SIBLINGS

Pair	Retardate				Playmate			
	Sibling I Prefer	Reason	Sibling I Like Least	Reason	Sibling I Prefer	Reason	Sibling I Like Least	Reason
1	None		None		B1	Like to Play w/him	None	
2	S3	Baby sister	S6	Gets on my nerves	B3	Baby brother	None	
3	None		None		None		None	
4	S13	Takes me to the store	S6	Destroys my toys	None		None	
5	S2	Eats all her food	S5	Throws dirt on me	None		None	
6	B17	Nice to me	None		None		None	
7	None		None		None		None	
8	S17	Gives me money	None		None		None	
9	S12	Doesn't fuss at me	B7	Bites people	None		None	
10	S6	I like to Play w/her	S8	Too bad I have to	None		None	
11	S12	Gives me money	B1	keep him	S13	Gives me money	B5	Doesn't mind me
12	None		None		None		None	
13	S12	Nice to me	None		S6	Good girl	None	
14	B2	I can play with him	None		S4	Free hearted	S3	Cries all the time
15	None		None		None		None	
16	B7	Doesn't fight me	S13	Beats me up	B15	Big brother	S5	Gets on my nerves
17	None		None		None		None	

TABLE 11 — Continued

Pair	Retardate				Playmate			
	Sibling I Prefer	Reason	Sibling I Like Least	Reason	Sibling I Prefer	Reason	Sibling I Like Least	Reason
18	None	Gives me money	None		S17	Doesn't whip me	None	
19	B11		None		None		None	
20	None		None		None		None	
21	None		None		S1	Doesn't play rough	None	
22	S15	Takes me places	None		S9	Lots of fun	None	
23	S5	Acts nice	None		None		None	
24	S23	Buys me things	None		None*		None*	
25	S22	Buys me toys	S14	Mean	S1	Doesn't fight me	None	
26	None		None		None		None	
27	None		None		None		None	
28	S21	Kind to me	S15	Tells stor- ies on me	None		None	
29	B21	Very kind	S11	Gets me in trouble	S3	Small and sweet	S3	Won't mind me
30	None		S17	Beats me	None		None	
31	None		None		B14	Very nice	S11	Likes to fight
32	None		None		None		None	

*

an only child

Notes: B (brother); S (sister)

TABLE 11 -- Continued

Pair	Retardate			Playmate			Sibling I Like Least	Reason
	Sibling I Prefer	Reason	Sibling I Like Least	Reason	Sibling I Prefer	Reason		
33	S14	Shares with me	S9	Wants to follow me	None		None	
34	S9	Kind	B2	Won't share	B13	We share things	B2	Gets me in- to trouble
35	None	No one else	None		B13	No one else to play with	None	
36	S9		None		B18	Gives me money	None	
37	None		None		None		None	
38	None		None		S19	Gives me money	None	
39	B19	Gives me money	None		None		None	
40	None		None		None		None	
41	B21	Gives me money	B19	Whips me	None		None	
42	None		None		B9	Only one I have	None	

Notes: B (brother); S (sister)

TABLE 12
ATTITUDES OF SUBJECTS TOWARD AUTHORITY

Pair	Retardate			Playmate		
	Respect Parents	Respect School Personnel	Respect Other Adults	Respect Parents	Respect School Personnel	Respect Other Adults
1-42	X	X	X	X	X	X

playmates responded positively while two or 4.76 per cent responded negatively.

Attitudes of subjects toward school.—Table 14 shows attitudes of subjects toward school. An analysis of data in this table reveals that 35 or 83.34 per cent of the retardates responded positively while seven or 16.66 per cent responded negatively. Thirty-eight or 90.48 per cent of the playmates responded positively while four or 9.52 per cent responded negatively.

Religious ideas and experiences of subjects.—Table 15 shows religious denominations of subjects. An analysis of data in this table reveals that 39 or 92.86 per cent of the retardates are Protestant while three or 7.14 per cent have no religious affiliation. Forty or 95.24 per cent of the playmates are Protestant while two or 4.76 per cent have no religious affiliation.

Table 16 shows attitudes of subjects toward church and their reason for attending. An analysis of data in this table reveals that 35 or 83.34 per cent of the retardates said that they enjoy going to church whereas seven or 16.66 per cent said that they do not enjoy going. Again, 24 or 57.14 per cent of these same subjects said they go to church because they want to; 14 or 33.33 per cent said they go because their parents make them go; and four or 9.52 per cent outwardly said they do not attend church. Thirty-nine or 92.86 per cent of the playmates said that they enjoy going to church while three or 7.14 per

TABLE 13

RESPONSES BY SUBJECTS TO THE QUESTION: HOW DO YOU
FEEL ABOUT TEACHERS, IN GENERAL?

Pair	Retardate		Playmate	
	I Like Them	I Dislike Them	I Like Them	I Dislike Them
1-10	X		X	
11		X	X	
12-31	X		X	
32	X			X
33	X		X	
34	X			X
35-42	X		X	
Number	41	1	40	2
Per cent	97.62	2.38	95.24	4.76

cent said they do not enjoy going. Thirty or 71.42 per cent of these subjects said they attend church because they want to while ten or 23.80 per cent said they attend because their parents make them go and two or 4.76 per cent said they do not attend church at all.

Table 17 shows frequency of church attendance of subjects. An analysis of data in this table reveals that 11 or 26.18 per cent of the retardates attend church weekly; 15 or 35.71 per cent attend one to three times a month; twelve or 28.57 per cent attend less than once a month; and four or 9.52 per cent never attend.

Table 17 also reveals that 20 or 47.62 per cent of the playmates attend church every week; 15 or 35.71 per cent attend one to three times a month; five or 11.90 per cent attend less than once a month; and two or 4.76 per cent never attend.

TABLE 14
ATTITUDES OF SUBJECTS TOWARD SCHOOL

Pair	Retardate		Playmate	
	I Like Them	I Dislike Them	I Like Them	I Dislike Them
1-9	X		X	
10		X	X	
11-17	X		X	
18	X			X
19-29	X		X	
30-31	X			X
32-34	X		X	
35		X	X	
36	X			X
37-40		X	X	
41	X		X	
42		X	X	
Number	35	7	38	4
Per cent	83.34	16.66	90.48	9.52

TABLE 15
RELIGIOUS DENOMINATIONS OF SUBJECTS

Pair	Retardate			Playmate		
	Protestant	Catholic	Other	Protestant	Catholic	Other
1-27	X			X		
28			None	X		
29-32	X			X		
33			None	X		
34			None			None
35	X			X		
36	X					None
37-42	X			X		
Number	39		3	40		2
Per cent	92.86		7.14	95.24		4.76

TABLE 16

ATTITUDES OF SUBJECTS TOWARD CHURCH
AND REASON FOR ATTENDING

Pair	Retardate			Playmate		
	I Enjoy Going	I Want To Go	My Parents Make Me Go	I Enjoy Going	I Want To Go	My Parents Make Me Go
1	Yes	X		Yes	X	
2	Yes	X		Yes		X
3	Yes	X		Yes	X	
4	Yes	X		Yes	X	
5	Yes	X		Yes		X
6	Yes		X	Yes	X	
7	Yes		X	Yes	X	
8	Yes		X	Yes	X	
9	Yes	X		Yes	X	
10	Yes	X		Yes	X	
11	Yes		X	Yes	X	
12	Yes	X		Yes	X	
13	Yes	X		Yes	X	
14	Yes	X		Yes		X
15	Yes	X		Yes	X	
16	Yes	X		Yes	X	
17	Yes	X		Yes		X
18	Yes	X		Yes	X	
19	Yes	X		Yes	X	
20	Yes	X		Yes	X	
21	Yes		X	Yes	X	
22	No		X	Yes	X	
23	Yes	X		Yes	X	
24	Yes		X	Yes		X
25	Yes	X		Yes	X	
26	Yes		X	Yes	X	
27	Yes	X		Yes	X	
28	No	I don't go		Yes	X	
29	Yes		X	Yes		X
30	Yes		X	Yes	X	
31	Yes	X		Yes	X	
32	No		X	No		X
33	No	I don't go		Yes	X	
34	No	I don't go		No	I don't go	
35	Yes	X		Yes		X
36	Yes		X	No	I don't go	
37	Yes		X	Yes	X	
38	Yes		X	Yes	X	
39	Yes	X		Yes	X	
40	No	X		Yes		X
41	Yes	X		Yes	X	
42	No	I don't go		Yes	X	

TABLE 17

FREQUENCY OF CHURCH ATTENDANCE OF SUBJECTS

Pair	Retardate				Playmate			
	Every Week	1 to 3 Times a Month	Less than once a Month	Never	Every Week	1 to 3 Times a Month	Less than once a Month	Never
1		X				X		
2	X				X			
3	X					X		
4		X			X			
5	X				X			
6		X			X			
7		X			X			
8			X			X		
9		X				X		
10	X				X			
11			X			X		
12		X			X			
13	X					X		
14	X				X			
15		X					X	
16		X				X		
17		X				X		
18			X		X			
19	X					X		
20	X					X		
21		X			X			
22			X			X		
23		X			X			
24			X				X	
25	X					X		
26	X					X		
27			X		X			
28				X	X			
29	X					X		
30		X			X			
31		X			X			
32			X				X	
33				X	X			
34				X				X
35		X			X			
36			X					X
37			X		X			
38		X					X	

TABLE 17 -- Continued

Pair	Retardate				Playmate			
	Every Week	1 to 3 Times a Month	Less than once a Month	Never	Every Week	1 to 3 Times a Month	Less than once a Month	Never
39			X		X			
40			X		X			
41			X				X	
42				X		X		
Number	11	15	12	4	20	15	5	2
Per cent	26.18	35.71	28.57	9.52	47.62	35.71	11.90	4.76

Personal hygiene and eating habits of subjects.—Table 18 shows responses by subjects to the question, "How often do you feel you should bathe?" An analysis of data in this table reveals that 28 or 66.67 per cent of the retardates felt that they should bathe daily; four or 9.52 per cent felt they should bathe three times a week; another four or 9.52 per cent felt they should bathe twice a week; and five or 11.90 per cent felt they should bathe once a week.

Table 18 also reveals that 29 or 69.04 per cent of the playmates felt that they should bathe daily; ten or 23.80 per cent felt they should bathe three times a week; and three or 7.14 per cent felt they should bathe once a week.

Table 19 shows responses by subjects to the question, "How often do you feel you should brush your teeth?" An analysis of data in this table reveals that 15 or 35.71 per cent of the retardates felt that they should brush their teeth three times a day; 13 or 30.95 per cent felt they should brush their teeth twice a day; another 13 or 30.95 per cent felt they should brush their teeth once a day; and one or 2.38 per cent felt that brushing teeth is not necessary.

Table 19 also reveals that 16 or 38.09 per cent of the playmates felt that they should brush their teeth three times a day; twelve or 28.57 per cent felt they

TABLE 18

RESPONSES BY SUBJECTS TO THE QUESTION: HOW OFTEN
DO YOU FEEL YOU SHOULD BATHE?

Pair	Daily	Retardate			Daily	Playmate		
		3 Times a Week	Twice a Week	Once a Week		3 Times a Week	Twice a Week	Once a Week
1-2	X				X			
3				X				X
4		X			X			
5-10	X				X			
11				X		X		
12	X					X		
13	X				X			
14	X					X		
15	X					X		
16	X					X		
17				X		X		
18-22	X				X			
23	X					X		
24		X			X			
25-26				X				X
27		X			X			
28			X			X		
29			X		X			
30	X				X			
31				X		X		
32		X			X			
33-34	X				X			
35			X		X			
36	X					X		
37-38	X				X			
39			X		X			
40-42	X				X			
Number	28	4	4	5	29	10	0	3
Per cent	66.67	9.52	9.52	11.90	69.04	23.80	0	7.14

should brush their teeth twice a day; another twelve or 28.57 per cent felt they should brush their teeth once a day; and two or 4.76 per cent felt that brushing teeth is not necessary.

TABLE 19

RESPONSES BY SUBJECTS TO THE QUESTION: HOW OFTEN
DO YOU FEEL YOU SHOULD BRUSH YOUR TEETH?

Pair	Retardate				Playmate			
	3 Times a Day	Twice a Day	Once a Day	Not Nec- essary	3 Times a Day	Twice a Day	Once a Day	Not Nec- essary
1			X				X	
2			X				X	
3	X						X	
4		X			X			
5			X		X			
6			X				X	
7		X			X			
8	X						X	
9	X					X		
10		X			X			
11			X			X		
12	X					X		
13	X					X		
14	X					X		
15			X				X	
16		X				X		
17	X				X			
18			X			X		
19	X					X		
20	X						X	
21		X			X			
22			X		X			
23			X					X
24				X			X	
25	X						X	
26			X				X	
27		X					X	
28		X				X		
29		X			X			
30		X				X		
31		X			X			
32			X		X			
33		X			X			
34			X		X			
35			X			X		
36	X							X
37	X						X	

TABLE 19 -- Continued

Pair	Retardate				Playmate			
	3 Times a Day	Twice a Day	Once a Day	Not Nec- essary	3 Times a Day	Twice a Day	Once a Day	Not Nec- essary
38	X				X			
39	X				X			
40	X					X		
41		X			X			
42		X			X			
Number	15	13	13	1	16	12	12	2
Per cent	35.71	30.95	30.95	2.38	30.09	28.57	28.57	4.76

Table 20, pages 64-65, shows responses by subjects to the question, "How often do you feel that you should wash your hair?" An analysis of data in this table reveals that 16 or 38.09 per cent of the retardates felt that they should wash their hair weekly; eleven or 26.18 per cent felt they should wash their hair every two weeks; five or 11.90 per cent felt they should wash their hair every day; four or 9.52 per cent felt they should wash their hair once a month; and six or 14.28 per cent felt they should wash their hair every now and then.

Table 20 also reveals that nine or 21.42 per cent of the playmates felt that they should wash their hair weekly; 14 or 33.33 per cent felt they should wash their hair bi-weekly; five or 11.90 per cent felt they should wash their hair every day; another five or 11.90 per cent felt they should wash their hair monthly; and nine or 21.42 per cent felt that they should wash their hair just every now and then.

Table 21, page 66, shows responses by subjects to the question, "Do you feel you should comb your hair daily?" An analysis of data in this table reveals that 42 or 100.00 per cent of both retardates and playmates responded positively.

TABLE 20

RESPONSES BY SUBJECTS TO THE QUESTION: HOW OFTEN DO
YOU FEEL YOU SHOULD WASH YOUR HAIR?

Pair	Retardate						Playmate			
	Every Week	Every 2 Weeks	Every Day	Once a Month	Every Now and Then	Every Week	Every 2 Weeks	Every Day	Once a Month	Every Now and Then
1	X							X		
2				X		X				
3	X									X
4		X								X
5	X						X			
6			X					X		
7					X		X			
8	X							X		
9		X					X			
10					X		X			
11			X				X			
12	X								X	
13	X					X				
14		X					X			
15	X						X			
16	X									X
17		X				X				
18	X								X	
19		X				X				
20	X									X
21	X					X				
22		X							X	
23	X					X				
24	X								X	
25				X						X
26					X		X			

TABLE 20 -- Continued

Pair	Retardate					Playmate				
	Every Week	Every 2 Weeks	Every Day	Once a Month	Every Now and Then	Every Week	Every 2 Weeks	Every Day	Once a Month	Every Now and Then
27				X						X
28				X			X			
29			X			X				
30		X						X		
31		X					X			
32	X									X
33			X				X			
34					X				X	
35		X					X			
36			X							X
37					X	X				
38		X					X			
39	X									X
40		X					X			
41					X			X		
42	X					X				

TABLE 21

RESPONSES BY SUBJECTS TO THE QUESTION: DO YOU FEEL
YOU SHOULD COMB YOUR HAIR DAILY?

Pair	Retardate		Playmate	
	Yes	No	Yes	No
1-42	X		X	

Table 22 shows responses by subjects to the question, "How many meals do you eat each day?" An analysis of data in this table reveals that ten or 23.80 per cent of the retardates said they eat two meals per day; 31 or 76.81 per cent said they eat three meals a day; and one or 2.38 per cent said he sometimes eats no meals during the course of a day.

Table 22 also reveals that nine or 21.42 per cent of the playmates eat two meals a day; 32 or 76.19 per cent eat three meals a day; and one or 2.38 per cent said he eats one meal per day.

Physical fitness of subjects.---Table 23 shows responses by subjects to the question, "How do you feel after physical education period?" An analysis of data in this table reveals that 26 or 61.90 per cent of both retardates and playmates said they felt tired after physical education period and 16 or 38.09 per cent of both groups said they felt refreshed and ready to complete the day after physical education or recess period.

Attitudes of subjects toward their school's physical education program.---Table 24 shows responses by subjects to the question, "What do you think of the physical education program at your school?" An analysis of data in this table reveals that eight or 19.04 per cent of the retardates felt that the activities were too hard; two or 4.76 per cent felt that the activities were too easy; and 32 or 76.19 per cent felt that the activities were suitable.

TABLE 22

RESPONSES BY SUBJECTS TO THE QUESTION: HOW MANY
MEALS DO YOU EAT EACH DAY?

Pair	Retardate				Playmate			
	One	Two	Three	Sometimes None	One	Two	Three	Sometimes None
1-3			X				X	
4		X					X	
5-10			X				X	
11		X					X	
12-14			X				X	
15			X			X		
16		X				X		
17			X				X	
18				X			X	
19			X				X	
20			X			X		
21			X				X	
22			X			X		
23		X				X		
24		X					X	
25			X			X		
26-31			X				X	
32			X		X			
33			X			X		
34		X					X	
35-36			X				X	
37		X					X	
38			X			X		
39		X					X	
40			X				X	
41		X				X		
42		X					X	
Number	0	10	31	1	1	9	32	0
Per cent	0	23.80	76.81	2.38	2.38	21.42	76.19	0

Table 24 also reveals that five or 11.90 per cent of the playmates felt that the physical education activities at their school were too hard; four or 9.52 per cent felt that they were too easy; and 33 or 78.57 per cent felt that the activities were suitable.

TABLE 23

RESPONSES BY SUBJECTS TO THE QUESTION: HOW DO YOU
FEEL AFTER PHYSICAL EDUCATION PERIOD?

Pair	Retardate		Playmate	
	Tired	Refreshed	Tired	Refreshed
1		X		X
2		X	X	
3		X		X
4		X	X	
5		X		X
6	X			X
7-9	X		X	
10		X	X	
11		X	X	
12-14	X		X	
15	X			X
16	X		X	
17	X			X
18-19	X		X	
20		X		X
21	X			X
22	X			X
23		X		X
24	X		X	
25		X	X	
26		X	X	
27		X	X	
28		X		X
29	X			X
30-34	X		X	
35		X		X
36	X			X
37		X	X	
38	X			X
39	X		X	
40		X	X	
41	X			X
42	X		X	
Number	26	16	26	16
Per cent	61.90	38.09	61.90	38.09

TABLE 24

RESPONSES BY SUBJECTS TO THE QUESTION: WHAT DO YOU THINK
OF THE PHYSICAL EDUCATION PROGRAM AT YOUR SCHOOL?

Pair	Retardate			Playmate		
	Activities to Hard	Activities to Easy	Activities Suitable	Activities to Hard	Activities to Easy	Activities Suitable
1			X			X
2			X		X	
3			X			X
4		X				X
5			X			X
6	X					X
7	X					X
8			X	X		
9-10			X			X
11	X					X
12-13			X			X
14			X	X		
15-17			X			X
18	X					X
19			X		X	
20-21			X			X
22-23	X					X
24-25			X			X
26		X			X	
27-29			X			X
30			X	X		
31-33			X			X
34	X					X
35			X			X
36	X					X
37			X			X
38			X	X		
39			X		X	
40-41			X			X
42			X	X		
Number	8	2	32	5	4	33
Per cent	19.04	4.76	76.19	11.90	9.52	78.57

Table 25 shows responses by subjects to the question, "Which physical education activities do you prefer?" The activities, "catch," "skipping," "relays (running)," "jumping rope," "marching," and "exercise (calisthenics)" were ranked from one to six by all subjects. An analysis of data in this table reveals that five or 11.90 per cent of the retardates ranked "catch" first; nine or 21.42 per cent ranked it second; another nine or 21.42 per cent ranked it third; three or 7.14 per cent ranked it fourth; five or 11.90 per cent ranked it fifth; and eleven or 26.18 per cent ranked it sixth. Four or 9.52 per cent ranked "skipping" second; another four or 9.52 per cent ranked it third; six or 14.28 per cent ranked it fourth; 13 or 30.95 per cent ranked it fifth; and 15 or 35.71 per cent ranked it sixth. Nine or 21.42 per cent ranked "relays" first; six or 14.28 per cent ranked it second; eight or 19.04 per cent ranked it third; another eight or 19.04 per cent ranked it fourth; six or 14.28 per cent ranked it fifth; and five or 11.90 per cent ranked it sixth. Five or 11.90 per cent ranked "jumping rope" first; another five or 11.90 per cent ranked it second; eight or 19.04 per cent ranked it third; another eight or 19.04 per cent ranked it fourth; ten or 23.80 per cent ranked it fifth; and six or 14.28 per cent ranked it sixth. Six or 14.28 per cent ranked "marching" first; ten or 23.80 per cent ranked it second; seven or 16.66 per cent ranked it third; twelve or 28.57 per cent ranked it fourth; five or 11.90 per cent ranked it fifth; and two or 4.76 per cent ranked it sixth. Seventeen or 40.47 per cent of the retardates ranked "exercises" first; eight or 19.04 per cent ranked it second; five or 11.90 per cent ranked it third; another five or 11.90 per cent ranked it fourth; four or 9.52 per cent ranked it fifth; and three or 7.14 per cent ranked it sixth.

TABLE 25

RESPONSES BY SUBJECTS TO THE QUESTION: WHICH PHYSICAL
EDUCATION ACTIVITIES DO YOU PREFER?

Activity	Retardate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Catch	5	2	3	2	2	6	6	2	2	6	6	3	6	6	3	1	5	1	6	4	1
Skipping	2	5	2	5	4	4	5	6	3	5	5	2	2	5	6	4	3	6	5	6	6
Relays (Running)	1	4	6	6	1	3	2	4	5	4	4	5	5	3	1	5	6	5	4	3	5
Jumping Rope	4	6	4	3	3	5	1	5	1	3	1	4	4	4	5	6	2	3	3	5	2
Marching	3	1	5	4	6	2	4	3	4	2	3	1	3	1	4	3	4	2	1	1	4
Exercises (Calisthenics)	6	3	1	1	5	1	3	1	6	1	2	6	1	2	3	2	1	4	2	2	3
Activity	Playmate																				
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Catch	2	3	5	5	5	4	4	4	3	4	1	5	6	4	4	3	5	6	6	2	6
Skipping	5	6	3	4	1	6	3	5	6	5	4	2	5	5	6	5	6	5	4	6	2
Relays (Running)	3	2	2	2	3	1	5	6	1	1	5	4	2	6	5	6	4	3	5	1	4
Jumping Rope	1	5	4	1	2	2	2	3	2	3	3	3	3	3	1	4	1	1	2	4	3
Marching	6	4	1	6	6	5	1	2	5	6	2	6	1	2	3	2	3	2	3	5	5
Exercises (Calisthenics)	4	1	6	3	4	3	6	1	4	2	6	1	4	1	2	1	2	4	1	3	1
Activity	Retardate																				
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Catch	6	2	3	2	6	3	1	6	2	5	3	4	6	4	1	3	3	2	3	5	5
Skipping	5	6	5	6	5	4	6	4	6	4	5	5	3	6	6	3	6	3	6	6	6
Relays (Running)	4	3	4	3	3	6	2	2	1	2	2	1	4	3	3	1	3	6	2	1	1
Jumping Rope	3	4	6	5	1	1	3	5	5	3	6	6	2	5	4	6	5	5	4	2	2
Marching	2	5	2	4	2	2	4	3	4	6	4	2	5	2	5	2	4	1	5	3	4
Exercises (Calisthenics)	1	1	1	1	4	5	5	1	3	1	1	5	1	1	2	4	2	4	1	4	3
Activity	Playmate																				
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Catch	6	5	5	5	5	2	4	1	4	5	5	1	2	5	5	2	2	4	2	6	4
Skipping	2	4	4	6	4	4	6	6	6	2	2	5	5	1	4	6	3	5	6	5	3
Relays (Running)	5	6	6	3	2	5	5	3	3	1	1	4	4	6	3	3	1	3	1	1	5
Jumping Rope	1	3	3	2	1	3	2	5	5	4	3	6	6	3	6	1	6	2	4	2	2
Marching	3	2	2	4	3	1	1	4	1	3	6	3	1	2	1	4	4	6	5	4	1
Exercises (Calisthenics)	4	1	1	1	6	6	3	2	2	6	4	2	3	4	2	5	5	1	3	3	6

Table 25 also reveals that three or 7.14 per cent of the playmates ranked "catch" first; seven or 16.66 per cent ranked it second; three or 7.14 per cent ranked it third; ten or 23.80 per cent ranked it fourth; 13 or 30.95 per cent ranked it fifth; and six or 14.28 per cent ranked it sixth. Two or 4.76 per cent ranked "skipping" first; five or 11.90 per cent ranked it second; four or 9.52 per cent ranked it third; eight or 19.04 per cent ranked it fourth; eleven or 26.18 per cent ranked it fifth; and twelve or 28.57 per cent ranked it sixth; nine or 21.42 per cent ranked "relays" first; five or 11.90 per cent ranked it second; nine or 21.42 per cent ranked it third; five or 11.90 per cent ranked it fourth; eight or 19.04 per cent ranked it fifth; and six or 14.28 per cent ranked it sixth. Eight or 19.04 per cent ranked "jumping rope" first; ten or 23.80 per cent ranked it second; twelve or 28.57 per cent ranked it third; five or 11.90 per cent ranked it fourth; three or 7.14 per cent ranked it fifth; and four or 9.52 per cent ranked it sixth. Nine or 21.42 per cent ranked "marching" first; eight or 19.04 per cent ranked it second; seven or 16.66 per cent ranked it third; six or 14.28 per cent ranked it fourth; five or 11.90 per cent ranked it fifth; and seven or 16.66 per cent ranked it sixth. Eleven or 26.18 per cent ranked "exercises" first; seven or 16.66 per cent ranked it second; another seven or 16.66 per cent ranked it third; eight or 19.04 per cent ranked it fourth; two or 4.76 per cent ranked it fifth; and seven or 16.66 per cent ranked it sixth.

Interests and play, recreational, and leisure activities of subjects.--

Table 26 shows responses by subjects to the question, "Which is your favorite toy?" An analysis of data in this table reveals that 15 or 35.71 per cent of the retardates designated bicycles as their favorite toy; ten or 23.80 per

cent said their doll was their favorite; five or 11.90 per cent designated some type of gun as their favorite; one or 2.38 per cent, respectively, designated racing cars, tape recorder, skates, and paint set as their favorite; and seven or 16.66 per cent said they had no toys.

Table 26 also reveals that 14 or 33.33 per cent of the playmates designated bicycles as their favorite toy; nine or 21.42 per cent designated dolls; three or 7.14 per cent designated some type of gun; one or 2.38 per cent, respectively, designated "Trigger Joe Tank," baseball equipment, toy elephant, paper dolls, marbles, and combat game; and eleven or 26.18 per cent said they had no toys.

Table 27 shows responses by subjects to the question, "What is your favorite way of spending your leisure time?" An analysis of data in this table reveals that 24 or 57.14 per cent of the retardates designated "playing with their best friend" as their favorite leisure activity; one or 2.38 per cent designated "playing with siblings;" eight or 19.04 per cent designated "watching television with friends;" five or 11.90 per cent designated "watching television by myself;" one or 2.38 per cent designated "going to the movies;" two or 4.76 per cent designated "studying" as their favorite leisure activity; and one or 2.38 per cent designated other, "swimming."

Table 27 also reveals that 14 or 33.33 per cent of the playmates designated "playing with their best friend" as their favorite way of spending their leisure time; seven or 16.66 per cent designated "playing with siblings;" eleven or 26.18 per cent designated "watching television with friends;" one or 2.38 per cent designated "watching television by myself;" five or 11.90 per cent designated "going to the movies;" two or 4.76 per

TABLE 26

RESPONSES BY SUBJECTS TO THE QUESTION:
WHICH IS YOUR FAVORITE TOY?

Pair	Retardate		Playmate	
	Favorite Toy	I have no toys	Favorite Toy	I have no toys
1	Bicycle		Bee-Bee Gun	
2	Racing Cars		Bicycle	
3	Guns		Rifle	
4	Doll		Doll	
5	Bicycle		Elephant	
6		X	Baseball Equipment	
7	Doll		Doll	
8	Bicycle			X
9	Doll		Doll	
10	Bicycle		Bicycle	
11	Bicycle		Bicycle	
12	Doll		Bicycle	
13	Doll		Bicycle	
14	Bee-Bee Gun		Doll	
15	Bicycle		Rifle	
16	Bicycle		Bicycle	
17	Tape Recorder		Bicycle	
18	Doll		Bicycle	
19	Bicycle		Bicycle	
20	Bicycle		Bicycle	
21	Army Gun		Trigger Joe	
22	Doll		Doll	
23	Doll		Doll	
24	Guns			X
25		X		X
26	Doll		Paper Dolls	
27		X		X
28		X		X
29		X	Bicycle	
30	Bicycle			X
31	Bicycle		Doll	
32		X		X
33		X		X
34	Doll			X
35	Bicycle		Bicycle	
36	Skates		Bicycle	
37	Bicycle			X
38	Doll		Doll	
39	Bicycle		Bicycle	
40	Paint Set			X
41	Bicycle		Marbles	
42	Bee-Bee Gun		Combat Game	

cent designated "studying" as their favorite leisure activity; and two or 4.76 per cent designated other, "practicing clairnet" and "working with experiments," respectively.

Table 28, page 78, shows responses by subjects to the question, "How much time do you spend watching television on weekdays?" An analysis of data in this table reveals that four or 9.52 per cent of the retardates said they spend very little, if any, time at all watching television on weekdays; nine or 21.42 per cent said they watch television one hour a day; eleven or 26.18 per cent said they watch television two hours a day; eight or 19.04 per cent said they watch television three hours a day; and ten or 23.80 per cent said they watch television four or more hours a day on weekdays.

Table 28 also reveals that five or 11.90 per cent of the playmates said they watch television very little, if any, on weekdays; another five or 11.90 per cent said they watch television one hour a day; 17 or 40.47 per cent said they watch television two hours a day; eleven or 26.18 per cent said they watch television three hours a day; and four or 9.52 per cent said they spend four or more hours a day watching television on weekdays.

Table 29 shows responses by subjects to the question, "How often do you go to the movies?" An analysis of data in this table reveals that 28 or 66.67 per cent of the retardates said that they very seldomly, if ever, attend the movies; eleven or 26.18 per cent said they attend the movies once a month; and three or 7.14 per cent said they attend the movies once a week.

Table 29 also reveals that 34 or 80.96 per cent of the playmates said that they very seldomly, if ever, attend the movies; five or 11.90 per

TABLE 27

RESPONSES BY SUBJECTS TO THE QUESTION: WHAT IS YOUR FAVORITE
WAY OF SPENDING YOUR LEISURE TIME?

Favorite Leisure Activity	Retardate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Playing with best friend	X	X	X		X	X	X		X		X				X	X	X	X		X	X
Playing with siblings																					
Playing by myself																					
Watching T. V. with friends												X		X							
Watching T. V. by myself										X			X						X		
Going to the movies																					
Studying				X				X													
Other																					
Favorite Leisure Activity	Playmate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Playing with best friend	X	X			X	X		X											X	X	X
Playing with siblings			X			X					X				X						
Playing by myself																					
Watching T. V. with friends				X						X			X			X	X				
Watching T. V. by myself																		X			
Going to the movies														X							
Studying									X			X									
Other																					

TABLE 27 -- Continued

Favorite Leisure Activity	Retardate														
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Playing with best friend		X	X					X	X				X	X	
Playing with siblings															X
Playing by myself															
Watching T. W. with friends				X		X	X			X	X	X			
Watching T. V. by myself	X														X
Going to the movies															X
Studying															
Other														X	
Favorite Leisure Activity	Playmate														
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Playing with best friend								X					X		
Playing with siblings	X	X													X
Playing by myself															
Watching T. V. with friends			X	X		X	X		X	X					
Watching T. V. by myself															
Going to the movies					X						X			X	
Studying															
Other											X	X			

TABLE 28

RESPONSES BY SUBJECTS TO THE QUESTION: HOW MUCH TIME DO
YOU SPEND WATCHING TELEVISION ON WEEKDAYS?

Pair	Retardate					Playmate				
	None or Almost None	1 hr.	2 hrs.	3 hrs.	4 or More Hours	None or Almost None	1 hr.	2 hrs.	3 hrs.	4 or More Hrs.
1			X					X		
2		X						X		
3			X					X		
4			X					X		
5			X			X				
6			X					X		
7			X						X	
8					X			X		
9		X						X		
10			X				X			
11			X						X	
12			X				X			
13		X						X		
14				X				X		
15				X				X		
16		X						X		
17		X					X			
18				X					X	
19		X						X		
20	X					X				
21				X					X	
22					X			X		
23	X								X	
24		X							X	
25					X		X			
26		X					X			
27				X						X
28			X			X				
29				X				X		
30			X						X	
31		X							X	
32				X						X
33				X					X	
34	X					X				
35					X				X	
36					X			X		
37					X	X				

TABLE 28 -- Continued

Pair	Retardate					Playmate				
	None or Almost None	1 hr.	2 hrs.	3 hrs.	4 or More Hours	None or Almost None	1 hr.	2 hrs.	3 hrs.	4 or More Hrs.
38					X					X
39	X							X		
40					X				X	
41					X			X		
42					X					X
Number	4	9	11	8	10	5	5	17	11	4
Per cent	9.52	21.42	26.18	19.04	23.80	11.90	11.90	40.47	26.18	9.52

cent said they attend the movies once a month; and three or 7.14 per cent said they attend the movies once a week.

Table 30 shows responses by subjects to the question, "Which singer do you like best?" An analysis of data in this table reveals that seven or 16.66 per cent of the retardates said they prefer Elvis Presley; 19 or 45.23 per cent said they prefer Jackie Wilson; ten or 23.80 per cent, James Brown; one or 2.38 per cent, Johnny Mathis; another one or 2.38 per cent, Dionne Warwick; and four or 9.52 per cent, other; the Beatles, Ray Charles, the Beatles, and Solomon Burke, respectively.

Table 30 also reveals that seven or 16.66 per cent of the playmates said they prefer Elvis Presley; 15 or 35.71 per cent said they prefer Jackie Wilson; 13 or 30.95 per cent, James Brown; two or 4.76 per cent, Johnny Mathis; one or 2.38 per cent, Leslie Uggams; and four or 9.52 per cent, other; Ray Charles, the Four Tops, Sam Cook, and Sam Cook, respectively.

Table 31, pages 83-84, shows responses by subjects to the question, "What kind of music do you enjoy best?" An analysis of data in this table reveals that 34 or 80.96 per cent of the retardates prefer rock and roll; two or 4.76 per cent prefer

TABLE 29

RESPONSES BY SUBJECTS TO THE QUESTION: HOW OFTEN
DO YOU GO TO THE MOVIES?

Pair	Retardate				Playmate			
	Never or Almost Never	Once a Month	Twice a Week	Once a Week	Never or Almost Never	Once a Month	Twice a Week	Once a Week
1-4	X				X			
5		X			X			
6	X					X		
7-13	X				X			
14		X			X			
15		X			X			
16-19	X				X			
20		X			X			
21-23	X				X			
24				X		X		
25		X			X			
26		X						X
27-29	X				X			
30				X	X			
31	X					X		
32		X						X
33		X			X			
34	X				X			
35		X			X			
36		X				X		
37	X				X			
38		X			X			
39	X					X		
40				X				X
41-42	X				X			
Number	28	11	0	3	34	5	0	3
Per cent	66.67	26.18	0	7.14	80.96	11.90	0	7.14

classical music; three or 7.14 per cent prefer spiritual music; and two or 4.76 per cent prefer country and western music.

Table 31 also reveals that 31 or 73.81 per cent of the playmates prefer rock and roll; six or 14.28 per cent prefer jazz; one or 2.38 per cent prefer classical music; and four or 9.52 per cent prefer spiritual music.

TABLE 30

RESPONSES BY SUBJECTS TO THE QUESTION: WHICH SINGER DO YOU LIKE BEST?

Singer	Retardate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Elvis Presley	X	X						X								X					
Jackie Wilson			X			X	X		X	X	X										X
James Brown					X							X	X	X	X			X		X	
Johnny Mathis																	X				
Leslie Uggams																					
Dionne Warwick																			X		
Other				X																	

Singer	Playmate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Elvis Presley															X	X		X	X		X
Jackie Wilson	X		X		X					X		X	X	X							
James Brown		X					X	X	X		X		X	X			X			X	
Johnny Mathis				X																	
Leslie Uggams					X																
Dionne Warwick																					
Other																					

TABLE 30 -- Continued

Singer	Retardate															
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Elvis Presley												X	X		X	
Jackie Wilson	X	X	X		X	X	X	X	X							X
James Brown										X	X					
Johnny Mathis																
Leslie Uggams																
Dionne Warwick																
Other				X										X		

Singer	Playmate															
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Elvis Presley		X														
Jackie Wilson	X		X		X	X		X			X					X
James Brown				X			X		X	X				X		
Johnny Mathis													X			
Leslie Uggams																
Dionne Warwick																
Other							X							X	X	

TABLE 31

RESPONSES BY SUBJECTS TO THE QUESTION: WHAT KIND OF MUSIC DO YOU ENJOY BEST?

Kind of Music	Retardate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Rock and Roll			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Calypso																					
Popular																					
Jazz																					
Classical				X																	
Spiritual	X	X																			
Country and Western					X																

Kind of Music	Playmate																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Rock and Roll	X	X	X					X	X	X	X	X	X		X	X	X	X			X
Calypso				X			X							X					X		
Popular																					
Jazz																					
Classical																					
Spiritual					X	X														X	
Country and Western																					

TABLE 31 — Continued

Kind of Music	Retardate																
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Rock and Roll	X	X	X		X	X	X	X	X		X	X	X	X	X	X	
Calypso																	
Popular																	
Jazz																X	
Classical																	X
Spiritual										X							
Country and Western				X													

Kind of Music	Playmate																
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Rock and Roll		X		X	X	X	X	X	X	X	X	X	X	X			X
Calypso																	X
Popular																	X
Jazz	X		X														
Classical																X	
Spiritual																X	
Country and Western																	

CHAPTER III

SUMMARY AND CONCLUSIONS

Restatement of problem.--This study was concerned with characteristics of persons selected by retardates as playmates who, in turn, selected or accepted them, and similarities, if any, between characteristics of individuals in the two groups.

Recapitulation of research design.--A recapitulation of the research design of the study is as follows:

1. This study was conducted at four DeKalb County Elementary Schools--Robert Shaw, Lynwood Park, Bruce Street, and Victoria Simmons--with compilation and statistical treatment of data carried out at Victoria Simmons Elementary School and Atlanta University.
2. The subjects involved in this study were the 68 Negro educable mentally retarded children enrolled in five special classes in the DeKalb County Elementary Schools, 1964-65, and the one individual selected by each as his playmate.
3. The instruments used in this study were questionnaires (supplemented by personal interviews where needed) administered to retardates and selectees and data sheets distributed to teachers of the retardates for completion.
4. The Descriptive-Survey method of research was used in this study.
5. The research procedure of this study was to obtain from the proper authorities permission to conduct the study, survey and summarize pertinent related literature, distribute data sheets to teachers of the retardates for completion, administer questionnaires to retardates and selectees, consult board of education records and respective teachers of selectees (in regular grades) for I. Q. scores and other pertinent information, compile data in appropriate tables and treat such in a

manner which would achieve the purposes of the study, interpret the results, and formulate conclusions, implications, and recommendations based upon the findings of the study.

Summary of related literature.--Significant generalizations from the literature on social needs, acceptance, and behavior of retarded and normal children; height, weight, and physical fitness of retarded and normal children; attitudes of children toward parents and school; attitudes of children toward parental, school personnel, and other adult authority; nature and functions of the peer group; and interests and play, recreational, and leisure activities of retarded and normal children follow:

1. Johnson found that 39 of the 698 retarded children whose sociometric status he studied accounted for 40 per cent of the most rejected children in regular classes.¹
2. Baldwin found that the educable mentally retarded children in 22 fourth, fifth, and sixth grade classes were "less" accepted socially than the non-mentally retarded.²
3. Lapp found 16 educable mentally retarded children within both their special class and within nine regular classes in which 12 of them spent part of each school day not overly rejected, but void of special abilities to contribute to a group. However, they had no personality trait to make them disliked.³
4. Clark, in his study of 214 children, 107 boys and 107 girls, found that a significantly greater number of subjects unfavorably evaluated retardates' behavior than evaluated it favorably.⁴
5. Wait said that children constantly seek to gain the attention and approval of others... Many of man's psychological needs are gained by getting the attention and approval of his social group.⁵

¹Johnson, loc. cit.

²Baldwin, loc. cit.

³Lapp, loc. cit.

⁴Clark, loc. cit.

⁵Wait, loc. cit., p. 119.

6. Goddard noted that the mean height and weight of institutionalized mentally retarded children were below that of the normal population.¹
7. Flory reported that mentally retarded boys were typically below normal height and weight for their age.²
8. Finlayson stated that the mentally handicapped as a group are probably somewhat smaller in stature, weight slightly less, and have a somewhat higher incidence of physical defects.³
9. Paterson in his book noted that mentally retarded children were only slightly retarded in height and weight.⁴
10. Norsworth felt that in height and weight measurements mentally retarded children were indistinguishable from ordinary children.⁵
11. Klausmeier found third grade children of low intelligence who were without physical handicaps to be about as tall, heavy, and strong as their brighter brethren.⁶
12. Harris and Tseng found that young boys are more favorable to their mothers than to their fathers. Both young boys and girls show a sharp drop in favorable responses toward both parents between grades 3 and 5, with a corresponding rise in neutral attitudes. Neutral attitudes rise sharply from grades 3 to 4 and remain largely unchanged until late high school years when there is some shift back toward positive attitudes.⁷
13. Stott found that criticism made most often about the mother centered upon discipline and control. He found that the mother administered 64 per cent of all home punishment; the father only 34 per cent.⁸
14. Arnez found 88 per cent of the 380 pupils she studied either satisfied or partially satisfied with their school. Ninety per cent of the pupils felt that they get

¹Culley and Jolly, loc. cit.

²Ibid., p. 203.

³Finlayson, loc. cit.

⁴Kugel and Mohr, loc. cit.

⁵Ibid., p. 41.

⁶Klausmeier, loc. cit.

⁷Harris and Tseng, loc. cit.

⁸Stott, loc. cit.

along with their teachers very well. Only four per cent of her subjects listed teachers as the most disliked feature of the school.¹

15. Kluckhohn and Kluckhohn pointed out that lower-class children are taught to fear authority; middle-class children to respect it.²
16. Barr said that parents are the main authorities and receive the respect of the child in the middle-class society; that respect for authority is instilled--for parents, for teachers, for policemen, and for other adults.³
17. Miller said that the family, since it is essentially oriented to the past, is unable to incorporate and teach its offspring the ways of adopting to our rapidly changing society, and hence surrenders a good part of its traditional functions to the peer group, either by default or deliberately, making successful accommodation to the peer group a value in itself in our culture.⁴
18. Havighurst and Neugarten indicated that many a boy or girl experiences failure in school and drops out not for lack of academic ability or for failure to meet the school's requirements, but for failure to gain acceptance into the peer group.⁵
19. Jones indicated that one of the most important problems arising out of our complex social, economic, and industrial conditions is the effective use of leisure time, and that the schools, along with other institutions, need to take greater responsibility for preparing students for leisure and giving them guidance in its satisfactory use.⁶
20. Merry and Merry pointed out that play and recreation are bound up intimately with the process of socialization and that they also have significant value in all phases of development.⁷

¹Arnez, loc. cit.

²Kluckhohn and Kluckhohn, loc. cit.

³Barr, loc. cit., p. 34

⁴Miller, loc. cit.

⁵Havighurst and Neugarten, loc. cit., p. 148.

⁶Jones, loc. cit., p. 245.

⁷Merry and Merry, loc. cit.

21. The National Association for Retarded children pointed out that recreation is of utmost importance for mentally retarded children who, because they are generally shunned as being "different", may never have the opportunities to learn to play and to become outgoing and friendly.¹
22. Berryman indicated that recreation, because it is also frequently a learning process, offers a wide range of opportunities to help the retarded learn by doing. In addition, the bodily movements which accompany work and recreation activities can help to improve posture, balance and coordination, and strengthen the musculature.²
23. Ingram pointed out that since it is in physical, not mental activity that the slow-learning group will find their recreation; the cultivation of skill and pleasure in learning the joy of good music, the delight of physical activity, the satisfaction of simple handcrafts, and of occupations rather than in artistic or literary pursuits are of importance to them. Radio, television, and motion pictures as channels of entertainment should receive special attention.³
24. Washburn listed bicycles as a suitable toy for "active and physical development" for boys from 8 to 13 years and for girls from 8 to 12 years. Under the category "dramatic and imaginative play," he listed dolls and doll accessories for girls from 8 to 12 years.⁴
25. Jenkins, Shacter, and Bauer indicated that most seven-year-olds favor roller skates, a jump rope, a scooter, or a coaster wagon, and look longingly toward owning a bicycle. Baseball, soccer, and other organized games delight the eight-year-old. The interest in team games is high during pre-adolescence. Boys usually like soccer, baseball, football, rowing, swimming, hiking, skating, and dancing.⁵
26. Shotick and Thate found that educable mentally retarded children, ranging from 10 to 15 years, participated best in physical education activities generally used with younger children like catch, skipping, relays, jumping rope, marching, and exercises.⁶

¹The National Association for Retarded Children, loc. cit.

²Berryman, loc. cit.

³Ingram, loc. cit.

⁴Washburn, loc. cit.

⁵Jenkins, Shacter, and Bauer, loc. cit.

⁶Shotick and Thate, loc. cit.

Summary of findings.--A summary of findings, as revealed by an analysis of data, is as follows:

1. The mean chronological age for retardates is 10.7; for playmates, 10.6.
2. The mean estimated mental age for retardates is 7.0; for playmates, 9.0.
3. The mean I.Q. for retardates is 66; for playmates, 86.
4. Ten or 23.80 per cent of the retardates selected playmates who were also retarded while 32 or 76.19 per cent selected persons in the regular grades. Three retardates or 7.14 per cent selected ninth grade playmates and another three or 7.14 per cent selected siblings.
5. Twenty-two or 52.38 per cent of the retardates-playmate pairs are male; 18 or 42.85 per cent, female; and two or 4.76 per cent, mixed; both cases in which a male selected a female.
6. The mean height for retardates is 56.44 inches; for playmates, 63.12 inches.
7. The mean weight for retardates is 70.23 pounds; for playmates, 80.67 pounds.
8. Thirty-eight or 90.48 per cent of the retardates feel they are liked by all their classmates whereas four or 9.52 per cent feel they are not liked mainly because they are teased, fought, or neglected in play.
9. Thirty-three or 78.57 per cent of the playmates feel they are liked by all their classmates whereas nine or 21.42 per cent feel they are not mainly because they, also, are teased, fought, or neglected in play.
10. Forty or 95.24 per cent of both the retardates and playmates expressed a desire to be liked by all their classmates whereas one or 2.38 per cent from each group said he would not like to be liked by all; and another one or 2.38 per cent from each group said he didn't care.
11. A greater number of retardates, 39 or 92.86 per cent, selected their playmates mainly because they seemed to enjoy doing the same things and the same number of playmates felt they were selected mainly for the same reason.
12. A greater number of retardates, 24 or 57.14 per cent feel their best friend could improve if he (she) would "learn to

control his (her) temper and keep out of arguments." A greater number of playmates, 17 or 40.47 per cent feel their best friend could improve for the same reason as above and another 17 or 40.47 per cent feel their best friend could improve if he (she) would "Be more tidy and neat in dress."

13. Thirty-eight or 90.48 per cent of both retardates and playmates are from families of which both parents are living.
14. Eighteen or 42.85 per cent of the retardates and 22 or 52.38 per cent of their playmates reside with both parents.
15. Thirteen or 30.95 per cent of the retardates and eight or 19.04 per cent of their playmates reside with their mother only.
16. Eight or 19.04 per cent of the retardates and four or 9.52 per cent of their playmates reside with their mother and stepfather.
17. Two or 4.76 per cent of the retardates and four or 9.52 per cent of their playmates reside with their grandmother.
18. One or 2.38 per cent of both retardates and playmates reside with a foster mother.
19. One or 2.38 per cent of the playmates reside with father and stepmother, grandmother and grandfather, and aunt and uncle, respectively.
20. The fathers of three or 7.14 per cent of the retardates and one or 2.38 per cent of their playmates are deceased and both parents of one or 2.38 per cent of each group are deceased.
21. Of the 22 male retardate-playmate pairs, 15 or 68.18 per cent of the retardates and 19 or 86.36 per cent of their playmates like both mother and father the same; four or 18.18 per cent and two or 9.09 per cent, respectively, prefer their mother; two or 9.09 per cent and one or 4.55 per cent, respectively, prefer their father; and one or 4.55 per cent of the retardates prefers his foster mother.
22. One male of the mixed-sex pairs likes both parents the same and the other one prefers his mother; one female likes both parents the same and the other one prefers her mother.

23. Of the 18 female retardate-playmate pairs, nine or 50.00 per cent of the retardates and ten or 55.56 per cent of their playmates like both mother and father the same; seven or 38.89 per cent and six or 33.33 per cent, respectively, prefer their mother; two or 11.11 per cent and one or 5.56 per cent, respectively, prefer their father; and one playmate or 5.56 per cent prefers her foster mother.
24. The mothers of 22 or 52.38 per cent of the retardates and 18 or 42.85 per cent of their playmates administer punishment when necessary.
25. The fathers of six or 14.28 per cent of the retardates and nine or 21.42 per cent of their playmates administer punishment when necessary.
26. Both parents of six or 14.28 per cent of the retardates and ten or 23.80 per cent of their playmates administer punishment when necessary.
27. Twenty-seven or 64.28 per cent of both retardates and playmates are between the oldest and youngest children in their families; seven or 16.66 per cent and eight or 19.04 per cent, respectively, are the oldest; eight or 19.04 per cent and six or 14.28 per cent, respectively, are the youngest children in their families; and one playmate or 2.38 per cent is an only child.
28. Nineteen or 45.23 per cent of the retardates and 24 or 57.14 per cent of their playmates like none of their siblings more than the others; 16 or 38.09 per cent and nine or 21.42 per cent, respectively, prefer a sister; seven or 16.66 and eight or 19.04 per cent, respectively, prefer a brother; and one playmate or 2.38 per cent is an only child.
29. Twenty-eight or 66.67 per cent of the retardates and 35 or 83.34 per cent of their playmates like none of their siblings less than the others; ten or 23.80 per cent and four or 9.52 per cent, respectively, like a sister least; four or 9.52 per cent and two or 4.76 per cent, respectively, like a brother least; and one retardate or 2.38 per cent is an only child.
30. Forty-two or 100.00 per cent of all subjects feel it important to respect parents, school personnel, and other adult authority.
31. Forty-one or 97.62 per cent of the retardates and 14 or 95.24 per cent of the playmates like teachers, in general; one or 2.38 per cent and two or 4.76 per cent, respectively, dislike them.

32. Thirty-five or 83.34 per cent of the retardates and 38 or 90.48 per cent of the playmates like school while seven or 16.66 per cent and four or 9.52 per cent, respectively, dislike school.
33. Thirty-nine or 92.86 per cent of the retardates and 40 or 95.24 per cent of their playmates are Protestant while three or 7.14 per cent and two or 4.76 per cent, respectively, have no religious affiliation.
34. Thirty-five or 83.34 per cent of the retardates and 39 or 92.86 per cent of their playmates enjoy going to church while seven or 16.66 per cent and three or 7.14 per cent, respectively, do not enjoy going.
35. Twenty-four or 57.14 per cent of the retardates and 30 or 71.42 per cent of their playmates attend church because they want to whereas 14 or 33.33 per cent and ten or 23.80 per cent, respectively, attend church because their parents make them go.
36. Four or 9.52 per cent of the retardates and two or 4.76 per cent of their playmates do not attend church.
37. Sixteen or 38.09 per cent of the retardates and 20 or 47.62 per cent of their playmates attend church weekly; 15 or 35.71 per cent of both groups attend one to three times a month; twelve or 28.57 per cent and five or 11.90 per cent, respectively, attend less than once a month and four or 9.52 per cent and two or 4.76 per cent, respectively, never attend.
38. Twenty-eight or 66.67 per cent of the retardates and 29 or 69.04 per cent of their playmates feel they should bathe daily; ten or 23.80 per cent and four or 9.52 per cent, respectively, feel they should bathe three times a week; four or 9.52 per cent of the retardates feel they should bathe twice a week; and five or 19.23 per cent and three or 7.14 per cent, respectively, feel they should bathe once a week.
39. Fifteen or 35.71 per cent of the retardates and 16 or 38.09 per cent of their playmates feel they should brush their teeth three times a day; 13 or 30.95 per cent and twelve or 28.57 per cent, respectively, feel they should brush their teeth twice a day; another 13 or 30.95 per cent and twelve or 28.57 per cent, respectively, feel they should brush their teeth once a day; and one or 2.38 per cent and two or 4.76 per cent, respectively feel that brushing teeth is not necessary.
40. Sixteen or 38.09 per cent of the retardates and nine or 21.42 per cent of their playmates feel they should wash

their hair weekly; eleven or 26.18 per cent and 14 or 33.33 per cent, respectively, feel they should wash their hair bi-weekly; five or 11.90 per cent of both groups feel they should wash their hair daily; four or 9.52 per cent and five or 11.90 per cent, respectively, feel they should wash their hair monthly; and six or 14.28 per cent and nine or 21.42 per cent, respectively, feel they should wash their hair every now and then.

41. Forty-two or 100.00 per cent of both the retardates and playmates feel they should comb their hair daily.
42. Ten or 23.80 per cent of the retardates and nine or 21.42 per cent of their playmates eat two meals daily; 31 or 73.81 per cent and 32 or 76.19 per cent, respectively, eat three meals a day; one retardate or 2.38 per cent sometimes eats no meals during the course of a day; and one playmate or 2.38 per cent eats one meal daily.
43. Twenty-six or 61.90 per cent of both the retardates and their playmates feel tired after physical education period and 16 or 38.09 per cent of both groups feel refreshed and ready to complete the day after physical education or recess period.
44. Eight or 19.04 per cent of the retardates and five or 11.90 per cent of their playmates feel that the physical education activities at their respective schools are too hard; two or 4.76 per cent and four or 9.52 per cent, respectively, feel they are too easy; and 32 or 76.19 per cent and 33 or 78.57 per cent, respectively, feel they are suitable.
45. Regarding preferred physical education activities; a greater number of retardates, eleven or 26.18 per cent ranked "catch" sixth and a greater number of playmates, 13 or 30.95 per cent ranked it fifth; a greater number of both groups, 15 or 35.71 per cent of the retardates and twelve or 28.57 per cent of their playmates ranked "skipping" sixth; a greater number of retardates, nine or 21.42 per cent, ranked "relays" first and nine or 21.42 per cent of the playmates ranked it third; a greater number of retardates, ten or 23.80 per cent, ranked "jumping rope" fifth and of playmates, twelve or 28.57 per cent ranked it third; a greater number of retardates, twelve or 28.57 per cent, ranked "marching" fourth and seven or 16.66 per cent of the playmates ranked it sixth; a greater number of retardates, 17 or 40.47 per cent and of playmates, eleven or 26.18 per cent ranked "exercises" first.

46. A greater number of retardates, 15 or 35.71 per cent, and of playmates, 14 or 33.33 per cent, designated bicycles as their favorite toy; a large number of both groups, ten or 23.80 per cent and nine or 21.42 per cent, respectively, designated dolls.
47. A greater number of retardates, 24 or 57.14 per cent and of playmates, 14 or 33.33 per cent, designated "playing with their best friend" as their favorite leisure activity.
48. A greater number of both retardates and playmates, eleven or 26.18 per cent and 17 or 40.47 per cent, respectively, watch television two hours a day.
49. Twenty-eight or 66.67 per cent of the retardates and 34 or 80.96 per cent of their playmates seldom, if ever, attend the movies; eleven or 26.18 per cent and five or 11.90 per cent, respectively, attend once a month; and three or 7.14 per cent of each group attend once a week.
50. A greater number of both retardates and playmates, 19 or 45.23 per cent and 15 or 35.71 per cent, respectively, prefer Jackie Wilson as a singer; a large number of both groups, ten or 23.80 per cent and 13 or 30.95 per cent, respectively, prefer James Brown.
51. A greater number of both retardates and playmates, 34 or 80.96 per cent and 31 or 73.81 per cent, respectively, prefer rock and roll music.

Conclusions.--From the findings of the study, the writer concluded that:

1. Retardates tend to select as playmates persons of about the same chronological ages as their own.
2. Estimated mental ages of retardates tend to be about two years less than those of their playmates.
3. I.Q.'s of retardates tend to be about 20 points less than those of their playmates.
4. Retardates tend to select playmates in the regular grades.
5. Retardates tend to select playmates of the same sex.
6. Retardates tend to select taller and heavier playmates.
7. Retardates tend to feel socially as well accepted as their playmates.

8. Retardates tend to select and be reciprocated by playmates who feel that the relationship exists mainly because "they seem to enjoy doing the same things."
9. Retardates tend to feel strongly that their best friend could improve mainly by "Learning to control their temper and keeping out of arguments."
10. Playmates tend to feel strongly that their best friend could improve mainly by "Being more tidy and neat in dress" and also by "Learning to control their temper and keeping out of arguments."
11. Retardates and playmates tend to like both parents the same.
12. There is a tendency for mothers of both retardates and playmates to administer punishment when necessary.
13. Retardates, who all have siblings, tend to select playmates with siblings; also oldest children tend to select oldest; between--between; and youngest--youngest.
14. There is a tendency for both retardates and playmates to like all their siblings the same.
15. Retardates and playmates feel it important to respect parents, school personnel, and other adult authority.
16. There is a tendency for retardates and playmates to like teachers, in general.
17. Retardates and playmates tend to like school.
18. Retardates and playmates tend to be Protestant and enjoy going to church; an insignificant number in both groups have no religious affiliation and do not attend church.
19. More than half of both retardates and playmates feel that they should bathe daily.
20. An insignificant number of both retardates and playmates feel that brushing teeth is not necessary.
21. All subjects feel that they should comb their hair daily, but are not so apt to feel frequent shampooing of hair important.
22. Nearly all subjects eat, at least, two meals per day.
23. Over half of the subjects in both groups feel tired after school physical education period; however, over three-

fourths of the subjects in both groups feel that the physical education activities at their respective schools are suitable.

24. As preferred physical education activities, there is a tendency for both retardates and playmates to rank "exercises (calisthenics)" high, "relays," "jumping rope," and "marching" moderate, and "catch" and "skipping" low.
25. There is a tendency for both retardates and playmates to regard bicycles as their favorite toy; over half the females in both groups tend to regard dolls as their favorite toy.
26. Over half the retardates and exactly one-third of the playmates regard "playing with their best friend" as their favorite leisure activity.
27. More than one-fourth of the retardates and more than one-third of the playmates watch television two hours a day.
28. Retardates and playmates tend to prefer Jackie Wilson and James Brown as singers over Elvis Presley, Johnny Mathis, Dionne Warwick, etc.
29. The majority of subjects in both groups prefer rock and roll music over jazz, classical, spiritual, and country and western music.

Implications.---Based on the findings and conclusions of the study,

the writer feels that the implications reflected are as follows:

1. Retardates, since they tend to select playmates in the regular grades of about their same chronological ages are, of course, generally inferior in estimated mental ages and I.Q.'s.
2. Supporting the literature, playmates are taller and heavier than the retardates, bearing out the fact that stronger minds tend to coincide with stronger bodies, and vice versa.
3. Although retardates tend to be shorter and to weigh less than their playmates, they are no less physically fit.
4. Inferior estimated mental ages, I.Q.'s and height and weight of retardates seemingly have not affected their social attitudes for they tend to feel socially as well accepted as their playmates.
5. Retardates do not differ from playmates in that they choose friends of the same sex. Similar sex and close chronological

age tends to result in similarities in interests and play, recreational, and leisure activities of individual retardate-playmate pairs.

6. Similar infrequent movie attendance is probably caused by a lack of this facility in the respective communities of the subjects and the similar high preference for rock and roll music and artists, aside from their nationwide popularity, is probably influenced by a lack of reference to and encouragement for listening and learning to appreciate so-called good music--classics and semi-classics.
7. Sex and chronological age similarities seemingly result in similar reasons for selection and/or reciprocation of friends--"You seem to enjoy doing the same things as he (she)."
8. Similarities in attributes that would improve ones best friend were evident--"Learn to control temper and keep out of arguments."
9. Retardates and playmates are similar in that they tend to be impartial toward parents.
10. Retardates and playmates tend to be impartial toward siblings of which over one-half the subjects in both groups are "between" children.
11. Retardates and playmates are similar in their strong tendency to respect parental, school personnel, and other adult authority, and to like teachers, in general, and school.
12. Retardates and playmates are similar in their being Protestant and in enjoying church attendance, in going on one's own initiative, and in attending regularly.
13. A similar tendency of fairly good personal hygiene and eating habits is evident. These habits probably help influence similar healthy social attitudes and potential for good physical fitness.
14. Much greater over-all similarities than differences are evident, supporting the statement that retarded persons are more like so-called normal persons than they are unlike them.

Recommendations.--Based on the findings and conclusions, the writer recommends the following:

1. That the schools take the initiative of furnishing various social outlets, over and above those pertaining to classroom

work. These outlets might be supervised movies, dances, and clubs engaging in art, music, drama, personal grooming, and careers. Through these outlets pupils may be provided with opportunities for learning the joy of good music, the satisfaction of handcrafts, and of occupations.

2. That parental cooperation be solicited in helping pupils to utilize whatever community recreational facilities available and in helping out in school sponsored recreational outlets.
3. That pupils be encouraged and helped to use their free time wisely by perhaps being exposed to the above mentioned suggestions and by being well informed about any existing community facilities available, such as libraries, Y.M.C.A.'s Y.W.C.A.'s, community centers, Brownie Scouts, Cub Scouts, Girl Scouts, and Boy Scouts.
4. That the physical education programs, by all means, be designed and facilitated so as to meet the needs of the mentally retarded children with little or no segregation, if possible, on their parts.
5. That a physical fitness program be engaged, perhaps after school or at some other convenient time, in which extensive good health and hygiene habits are emphasized. Since all subjects, save one, are without pronounced physical handicaps, the reasonably good health provides the potential for good over-all physical fitness.
6. That curricular emphasis be placed upon the aspect of mental hygiene in which a particular need is evident--"learning to control temper and keeping out of arguments." That every available opportunity for pupils in the four schools to meet and socialize with each other be taken so that pupils may gain broad experience and be guided and supervised in "getting along with others."
7. That the school hot-lunch situation be thoroughly investigated so as to meet the needs of pupils who, for some reason or another may not be eating at that time.

BIBLIOGRAPHY

Books

- Barr, John A. The Elementary School Teacher and Guidance. New York: Henry Holt and Company, 1954.
- Carroll, Herbert A. Mental Hygiene. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956.
- Havighurst, Robert J., and Neugarten, Bernice L. Society and Education. Boston, Massachusetts: Allyn and Bacon, Inc., 1962.
- Heck, Arch O. The Education of Exceptional Children. New York: McGraw-Hill Book Company, Inc., 1940.
- Hurlock, Elizabeth B. Child Growth and Development. 2nd. ed. New York: McGraw-Hill Book Company, Inc., 1949.
- Ilg, Frances L., and Ames, Louis Bates. Child Behavior. New York: Harper & Brothers, 1955.
- Ingram, Christine P. Education of the Slow-Learning Child. 2nd. ed. New York: The Ronald Press Company, 1960.
- Jenkins, Gladys Gardner, Shacter, Helen, and Bauer, William W. These Are Your Children. New York: Scott, Foresman & Company, 1953.
- Jones, Arthur J. Principles of Guidance. 5th. ed. New York: McGraw-Hill Book Company, Inc., 1963.
- Kluckhohn, Clyde, and Kluckhohn, Florence R. "American Culture: Generalized Orientations and Class Patterns." Conflicts of Power in Modern Culture. New York: Harper & Brothers, 1947.
- Loewy, Herta. More About the Backward Child. New York: Philosophical Library, Inc., 1959.
- Merry, Frieda Kiefer, and Merry, Ralph Vickers. The First Two Decades of Life. 2nd. ed. New York: Harper & Brothers, 1958.
- Wait, Wallace T. The Science of Human Behavior. New York: The Ronald Press Company, 1938.

Articles and Periodicals

- Arnez, Nancy Levi. "A Study of Attitudes of Negro Teachers and Pupils Toward Their School," The Journal of Negro Education, XXXII, No. 3 (Summer, 1963), 289-93.
- Baldwin, Willie K. "The Educable Mentally Retarded Child in the Regular Grades," Exceptional Children, XXV, No. 3 (November, 1958), 104-12.
- Beck, Harry S. "Present Status of Physical Education Classes for the Educable Mentally Handicapped," American Journal of Mental Deficiency, LXI, No. 1 (July, 1956), 117-20.
- Berryman, Dorris. "Leisure Time and Mental Retardation," The Training School Bulletin, LVII, No. 4 (February, 1962), 136-43.
- Clark, Edward T. "Children's Perceptions of Educable Mentally Retarded Children," American Journal of Mental Deficiency, LXVIII, No. 3 (March, 1964), 602-11.
- Culley, William J., and Jolly, Donald H. "Heights and Weights of Mentally Retarded Children," American Journal of Mental Deficiency, LXVIII, (September, 1963), 203-10.
- Dinkmeyer, Don. "Understanding Children's Behavior," Elementary School Journal, LXI, No. 6 (March, 1961), 314-16.
- Espenschade, Anna S. "Why Be Physically Fit?" National Education Association Journal, LI, No. 2 (February, 1962), 35.
- Finlayson, A. B. "Social and Economic Background of Retarded Children," Journal of Educational Sociology, XV (September, 1941), 38-45.
- Forbes, Ted. "Physical Fitness and Our Youth," National Association of Secondary School Principals Bulletin, XXXVI, No. 272 (March, 1962), 156-61.
- Gershenson, Sidney, and Schreiber, Meyer. "Mentally Retarded Teenagers in a Social Group," Children, X, No. 3 (May-June, 1963), 100-4.
- Harris, Dale B., and Tseng, Sing Chu. "Children's Attitudes Toward Peers and Parents as Revealed by Sentence Completions," Child Development, XXVIII, No. 4 (December, 1957), 401-9.
- Hein, Fred V. "What Is Physical Fitness?" National Education Association Journal, LI, No. 2 (February, 1962), 34.
- Johnson, G. O. "A Study of the Social Position of Mentally Handicapped Children in the Regular Grades," American Journal of Mental Deficiency, LV, No. 1 (July, 1950), 60-89.

- Kelman, Howard R. "Social Needs of Retardates: How Are They Determined and How Can They Be Met?" The Training School Bulletin, LVIII, No. 4 (February, 1962), 128-35.
- Klausmeier, Herbert. "Physical Growth of Mentally Retarded Children," School and Society, LXXXVI, No. 2128 (March 15, 1958), 140-4.
- Kugel, Robert B., and Mohr, John. "Mental Retardation and Physical Growth," American Journal of Mental Deficiency, LXVIII, No. 1 (July, 1963), 41-8.
- Lapp, Esther R. "A Study of the Social Adjustment of Slow-Learning Children Who Were Assigned Part-time to Regular Classes," American Journal of Mental Deficiency, LXII, No. 2 (September, 1958), 254-62.
- Lund, Ray, and Breivogel, Helen. "How to Keep Grade School Children Physically Fit," School Management, VIII, No. 4 (April, 1964), 79-83.
- Miller, Henry. "Conspectus for the Study of Socialization in the Peer Group," Journal of Educational Sociology, XXXIII, No. 8 (April, 1960), 320-31.
- Shotick, Andrew, and Thate, Charles. "Reactions of a Group of Educable Mentally Handicapped Children to a Program of Physical Education," Exceptional Children, XXVI, No. 4 (January, 1960), 248-52.
- Stott, L. H. "Adolescents' Dislikes Regarding Parental Behavior, and Their Significance," Journal of Genetic Psychology, LVII (December, 1940), 393-414.
- Sutton, Rachel S. "An Appraisal of Certain Aspects of Children's Social Behavior," Journal of Teacher Education, XIII, No. 1 (March, 1962), 30-4.
- Washburn, H. C. "The Right Toy for the Right Age," Child Welfare, The National Parent-Teacher Magazine (December, 1930), 200-10.

Unpublished Materials

- Barnes, H. B. "Research Findings in the Field of Mental Retardation," Paper prepared for Dr. J. P. Cochran, Instructor of Speech Correction, Atlanta University, Summer, 1964.
- Penn, Vera Cooper. "A Follow-Up Study of Students Enrolled in the Educational Mentally Retarded Classes at Carver Consolidated School, Winston-Salem, North Carolina, From 1950-1955." Unpublished Master's thesis, Department of Education, Atlanta University, 1964.

Reports

The National Association for Retarded Children. How to Bring New Hope to the Mentally Retarded. A Report to the Public. The National Association for Retarded Children, 1965.

Manuals

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: University of Chicago Press, 1955.

APPENDIX

PUPILS' QUESTIONNAIRE

Name _____ Date _____
 Last First Middle

Address _____ Phone No. _____

Age _____ Birthdate _____ 19 _____ School _____

1. Who is your very best friend? It could be a brother, sister, or other relative.

Name _____ Age _____ Sex _____ Grade _____

Address _____ Phone No. _____

School _____ I don't have one.

2. Why did you select the above named person as your best friend?
 (Check the ones that apply)

_____ you live near him (her)
 _____ you have participated in various activities with him (her)
 _____ you have been very kind and friendly to him (her)
 _____ you have called him (her) your best friend
 _____ your parents are close friends of his (her) parents
 _____ you seem to enjoy doing the same things as he (she). You two
 have "lots in common."
 _____ others _____

3. Do you feel that your best friend could improve himself (herself) by making a few changes? _____ yes _____ no If yes, what changes do you suggest? (Check as many as apply)

_____ that the person be more tidy and neat in his (her) dress
 _____ that the person avoid making fun of others behind their backs
 _____ that the person stop "bossing" others
 _____ that the person learn to control his (her) temper and keep
 out of arguments
 _____ that the person avoid talking too much
 _____ that the person keep his (her) nose out of other people's
 business
 _____ that the person avoid being lazy
 _____ that the person avoid making fun of people to their faces
 _____ that the person avoid borrowing things
 _____ that the person avoid talking fast and laughing loudly
 _____ that the person learn to respect adults and authority more
 _____ others _____

_____ yes _____ no _____ don't care

_____ mother and father _____ father and stepmother
 _____ mother and stepfather _____ mother
 _____ other

9. Are you..... an only child the oldest in your family
 the youngest child in your family between the oldest
and youngest.

11. Do you like any one of your brothers or sisters more than the others? yes no If yes, which one and why?

Why?

[illegible]

Why?

13. Concerning authority, do you feel it important to...(Check as many as apply). respect your parents respect teachers
 respect other adults none of the above are important.

14. How do you feel about teachers, in general?
I like them I dislike them

15. Do you like school? yes no

16. What is your religion? Protestant Catholic

17. Do you enjoy going to Sunday School and church? _____yes _____no
18. Do you attend church because you want to or because your parents make you go? _____want to _____my parents make me go
19. How often do you attend church? _____every week _____1 to 3 times a month _____less than once a month _____never
20. How often do you feel you should take a bath (Check one)
 _____daily _____at least twice a week _____at least three times a week _____at least once a week
21. How often do you feel you should brush your teeth? (Check one)
 _____three times a day _____once a day
 _____twice a day _____brushing is not necessary
22. Do you feel that you should comb your hair daily? _____yes _____no
23. How often do you feel you should wash your hair? (Check one)
 _____every week _____every two weeks _____every day
 _____once a month _____just every now then
24. How many meals do you eat each day? (Check one)
 _____one _____two _____three _____sometimes none
25. After physical education period how do you feel? (Check one)
 _____tired _____refreshed and ready to complete the school day
26. How do you feel about the physical education program at your school?
 _____the activities are too hard _____too easy _____suitable
27. Which of these physical education activities do you prefer?
 _____catch _____jumping rope
 _____skipping _____marching
 _____relays _____exercises (calisthenics)
28. Do you have any toys? _____yes _____no If yes, which one is your favorite? _____
29. What is your favorite way of spending your leisure time?
 _____playing with my best friend
 _____playing with my brothers and/or sisters
 _____playing by myself
 _____watching television with friends _____studying
 _____watching television by myself _____other _____
 _____going to the movies _____
30. About how much time, on the average, do you spend watching TV on a weekday?
 _____none, or almost none _____about 3 hours a day
 _____about one hour a day _____4 or more hours a day
 _____about 2 hours a day

31. How often do you go to the movies? (Check one)
- | | |
|---|---|
| <input type="checkbox"/> never, or almost never | <input type="checkbox"/> about twice a week |
| <input type="checkbox"/> once a month or less | <input type="checkbox"/> once a week |
32. Among the following singers, which one do you like best? (Check one)
- | | |
|--|---|
| <input type="checkbox"/> Elvis Presley | <input type="checkbox"/> Leslie Uggams |
| <input type="checkbox"/> Jackie Wilson | <input type="checkbox"/> Dionne Warwick |
| <input type="checkbox"/> James Brown | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Johnny Mathis | |
33. What kind of music do you enjoy best? (Check one)
- | | |
|--|--|
| <input type="checkbox"/> rock and roll | <input type="checkbox"/> classical |
| <input type="checkbox"/> calypso | <input type="checkbox"/> spiritual |
| <input type="checkbox"/> popular | <input type="checkbox"/> country and western |
| <input type="checkbox"/> jazz | |

QUESTIONNAIRE FOR SELECTEES

Name _____ Date _____
 Last First Middle

Address _____ Phone No. _____

Age _____ Birthdate _____ 19 _____ School _____ Grade _____

1. _____ has chosen you as his (her) very best friend. Do you feel the same about him (her)? yes no

2. Why do you feel that the person named above selected you as his (her) very best friend? (Check the ones that apply)

- _____ you live near him (her)
 _____ you have participated in various activities with him (her)
 _____ you have called him (her) your best friend
 _____ your parents are close friends of his (her) parents
 _____ you seem to enjoy doing the same things as he (she). You two have "lots in common."
 _____ others _____

3. Do you feel that your best friend could improve himself (herself) by making a few changes? yes no If yes, what changes do you suggest? (Check as many as apply)

- _____ that the person be more tidy and neat in her (his) dress
 _____ that the person avoid making fun of others behind their backs
 _____ that the person stop "bossing" others
 _____ that the person learn to control his (her) temper and keep out of arguments
 _____ that the person avoid talking too much
 _____ that the person keep his (her) nose out of other people's business
 _____ that the person avoid being lazy
 _____ that the person avoid borrowing things
 _____ that the person avoid talking fast and laughing loudly
 _____ that the person avoid making fun of people to their faces
 _____ that the person learn to respect adults and authority more
 _____ others _____

Note: The remaining portion of the questionnaire for selectees is exactly like that for pupils.

DATA SHEET FOR TEACHERS

Date _____

Teacher _____ EMR Rating _____
 School _____ Primary _____
 Intermediate _____

Please list on the spaces provided below the names of your pupils, their parents' names, their addresses, telephone numbers, chronological ages, estimate mental ages, I.Q. scores, height, weight, sex, and other handicapping condition(s), if any.

1. Pupil _____ Parents _____

Address _____ Phone No. _____

C.A. _____ M.A. _____ I.Q. _____ HT. _____ WT. _____ Sex _____

Other _____

Handicapping
Condition(s) _____

2. Pupil _____ Parents _____

Address _____ Phone No. _____

C.A. _____ M.A. _____ I.Q. _____ HT. _____ WT. _____ Sex _____

Other _____

Handicapping
Condition(s) _____

3. Pupil _____ Parents _____

Address _____ Phone No. _____

C.A. _____ M.A. _____ I.Q. _____ HT. _____ WT. _____ Sex _____

Other _____

Handicapping
Condition(s) _____

4. Pupil _____ Parents _____

Address _____ Phone No. _____

C.A. _____ M.A. _____ I.Q. _____ HT. _____ WT. _____ Sex _____

Other _____

Handicapping
Condition(s) _____